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ABSTRACT

The doument provides seven appendixes containing information on the PEECH (Program for Early Education of Children with Handicaps) Outreach Project. Appendix I contains a financial report form for the project. Outlined in Appendix II are PEECH Outreach goals and objectives (including the presentation of a Home Intervention Training Program), project services (such as technical assistance for replication), and responsibilities and qualifications of project staff. Appendix III consists of the final evaluation report. The report notes that five objectives were accomplished: (1) development of a model program for training handicapped children (6 months to 6 years) living in a rural area; (2) training of parents as paraprofessional educators of handicapped children; (3) use of parent paraprofessional educators as home teachers of handicapped children under the direction of certified teachers; (4) provision of preservice and inservice training of project personnel and parents of handicapped children involved in the project; and (5) provision for demonstration, dissemination, coordination, replication, and evaluation of the project. Included in the report is a detailed account of Project PEECH evaluation. A chart summarizing data on personnel receiving service is given in a fourth appendix. Tables with specific objectives data are presented in Appendix V; while Appendix VI offers copies of reports to outreach sites. A final appendix inventories PEECH Outreach professional books, texts, and training materials. (SBH)

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ED185783

1978-79 FINAL REPORT

H. M. Fullerton, Ed.D.
Executive Director

Lois A. Cadman, M.Ed.
Project Director

PEECH Outreach Project
(A Program for Early Education
of Children With Handicaps)

Grant Number: G00 78 02 265
Project Number: 44 BH 80046

Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309
817/322-6928

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DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Program Performance Report
for
Handicapped Children's Early Education Program

Part I

1. Date of Report: June 30, 1979 2. Grant Number: G007802265
   Project Number: 44 BH 80046

3. Period of Report: From July 1, 1978 to June 30, 1979

4. Grantee Name and Descriptive Name of Project:

   PEECH Outreach - A Program for Early Education of Children with Handicaps

5. Certification: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Lois A. Cadman, Project Director

Dr. H. M. Fullerton, Executive Director

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APPENDIX I

FINANCIAL REPORT

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY TO WHICH REPORT IS SUBMITTED: U.S. Office of Education	2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER: G00-7802265	OMB Approved No. 80-R0180	PAGE 1 OF 1 PAGES	

3. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code): Region IX Education Service Center, 3014 Old Seymour Rd., Wichita Falls, Tx 76309	4. EMPLOYER IDENTIFICATION NUMBER: 1-75-1246742	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER: 4448470020	6. FINAL REPORT: [X] YES [ ] NO	7. BASIS: [ ] CASH [X] ACCRUAL

8. PROJECT/GRANT PERIOD (See instructions)		9. PERIOD COVERED BY THIS REPORT	
FROM (Month, day, year): 07-01-78	TO (Month, day, year): 06-30-79	FROM (Month, day, year): 07-01-78	TO (Month, day, year): 06-30-79

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ▶	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ 66936.00	$	$	$	$	$	$ 66936.00
b. Total outlays this report period	98220.00						98220.00
c. *Less:* Program income credits	-0-						-0-
d. Net outlays this report period *(Line b minus line c)*	31284.00						31284.00
e. Net outlays to date *(Line a plus line d)*	98220.00						98220.00
f. *Less:* Non-Federal share of outlays	-0-						-0-
g. Total Federal share of outlays *(Line e minus line f)*	98220.00						98220.00
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	98220.00						98220.00
l. Total cumulative amount of Federal funds authorized	97525.00						97525.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE	a. TYPE OF RATE *(Place "X" in appropriate box)* [ ] PROVISIONAL [ ] PREDETERMINED [ ] FINAL [ ] FIXED	b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: H.M. Fullerton

DATE REPORT SUBMITTED: 8-20-79

TYPED OR PRINTED NAME AND TITLE: H.M. Fullerton, Executive Director

TELEPHONE *(Area code, number and extension)*: 817-322-6928

269-102

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6

Specific instructions for other items are as follows:

Item	*Entry*
4	Enter the employer identification number assigned by the U.S. Internal Revenue Service or FICE (institution) code, if required by the Federal sponsoring agency.
5	This space is reserved for an account number or other identifying numbers that may be assigned by the recipient.
8	Enter the month, day, and year of the beginning and ending of this project period. For formula grants that are not awarded on a project basis, show the grant period.
10	The purpose of vertical columns (a) through (f) is to provide financial data for each program, function, and activity in the budget as approved by the Federal sponsoring agency. If additional columns are needed, use as many additional forms as needed and indicate page number in space provided in upper right; however, the totals of all programs, functions or activities should be shown in column (g) of the first page. For agreements pertaining to several Catalog of Federal Domestic Assistance programs that do not require a further functional or activity classification breakdown, enter under columns (a) through (f) the title of the program. For grants or other assistance agreements containing multiple programs where one or more programs require a further breakdown by function or activity, use a separate form for each program showing the applicable functions or activities in the separate columns. For grants or other assistance agreements containing several functions or activities which are funded from several programs, prepare a separate form for each activity or function when requested by the Federal sponsoring agency.
10a	Enter the net outlay. This amount should be the same as the amount reported in Line 10a of the last report

Item	*Entry*
10c	Enter the amount of all program income realized in this period that is required by the terms and conditions of the Federal award to be deducted from total project costs. For reports prepared on a cash basis, enter the amount of cash income received during the reporting period. For reports prepared on an accrual basis, enter the amount of income earned since the beginning of the reporting period. When the terms or conditions allow program income to be added to the total award, explain in remarks, the source, amount and disposition of the income.
10f	Enter amount pertaining to the non-Federal share of program outlays included in the amount on line e.
10h	Enter total amount of unliquidated obligations for this project or program, including unliquidated obligations to subgrantees and contractors. Unliquidated obligations are: Cash basis—obligations incurred but not paid; Accrued expenditure basis—obligations incurred but for which an outlay has not been recorded. Do not include any amounts that have been included on lines a through g. On the final report, line h should have a zero balance.
10j	Enter the Federal share of unliquidated obligations shown on line h. The amount shown on this line should be the difference between the amounts on lines h and i.
10k	Enter the sum of the amounts shown on lines g and j. If the report is final the report should not contain any unliquidated obligations.

10b Enter the total gross program outlays (less rebates, refunds, and other discounts) for this report period, including disbursements of cash realized as program income. For reports that are prepared on a cash basis, outlays are the sum of actual cash disbursements for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to contractors and subgrantees. For reports prepared on an accrued expenditure basis, outlays are the sum of actual cash disbursements, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase (or decrease) in the amounts owed by the recipient for goods and other property received and for services performed by employees, contractors, subgrantees, and other payees.

11c Enter amount of the base to which the rate was applied.

11d Enter total amount of indirect cost charged during the report period.

11e Enter amount of the Federal share charged during the report period.

If more than one rate was applied during the project period, include a separate schedule showing bases against which the indirect cost rates were applied, the respective indirect rates the month, day, and year the indirect rates were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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FINANCIAL STATUS REPORT

☆U.S. Government Printing Office: 1979—281-647/6484

APPENDIX II

PROGRAM GOALS AND OBJECTIVES
PROGRAM STAFF

PEECH OUTREACH
GOALS AND OBJECTIVES
1978-79

1. Goal (1978-79)

The PEECH Outreach program staff will present the PEECH Model (Home Intervention Training Program) to target agency participants.

1.1 Objective (1978-79)

By June 30, 1979, the PEECH Outreach staff will acquaint ten target agencies and other interested people with the PEECH Model Program (Program for Education of Children with Handicaps) as measured by the number of presentations presented.

1.2 Objective (1978-79)

By September 15, 1978, the PEECH Outreach staff will train the outreach site personnel in the procedures and instrumentation for locating handicapped children in each of the target areas as measured by the number of presentations made and the number of people trained.

1.3 Objective (1978-79)

By September 30, 1978, the PEECH Outreach staff will assist each target agency in the development of guidelines for admittance of the identified handicapped child to the program as measured by the number of presentations made and the number of people trained.

1.4 Objective (1978-79)

By September 30, 1979, the PEECH Outreach staff will acquaint each of the target agencies with diagnostic procedures to be utilized in diagnosing each individual child's strengths and weaknesses for individualized programming as measured by the number of teachers trained and the number of presentations made.

1.5 Objective (1978-79)

By June 30, 1979, the PEECH Outreach staff will train personnel in each of the outreach sites to train parents to assume the role of parent-paraprofessional educators measured by the number of presentations made, the number of teachers trained and the number of parents trained by each site.

1.6 Objective (1978-79)

By June 30, 1979, personnel in each of the target sites will be trained to select and/or make appropriate instructional materials and equipment to be utilized in the provision of individualized educational programs as measured by the number of monthly inservice meetings and the number of teachers trained.

2. Goal (1978-79)

The PEECH Outreach Program will provide pre- and in-service training for each outreach site.

2.1 Objective (1978-79)

By June 30, 1979, three sessions will be conducted in each site to train teachers to utilize precision teaching and behavior management techniques, as measured by the number of inservice workshops and number of teachers trained.

2.2 Objective (1978-79)

By June 30, 1979, three sessions will be conducted in each Outreach site to train teachers in Child Growth and developmental sequence (normal and abnormal) as measured by the number of workshops conducted and the number of teachers trained.

2.3 Objective (1978-79)

By June 30, 1979, the PEECH Outreach staff will make a minimum of two site visits each month to provide ongoing consultative assistance to the teachers to assist in the provision of individualized education programs for young handicapped children as measured by the number of site visits made.

2.4 Objective (1978-79)

By November 15, the PEECH Outreach staff will present the criteria for evaluation of the Home Intervention Model to the administrative and teaching personnel of each outreach site as measured by the number of personnel trained and the number of presentations made.

3. Goal (1978-79)

The PEECH Outreach staff will act as consultants to the ongoing demonstration programs within the Region IX Education Service Center area.

3.1 Objective (1978-79)

By June 30, 1979, the PEECH Outreach staff will provide pre-/in-service training to early childhood teachers for handicapped children within the demonstration sites upon request by the individual Special Education Plan A Cooperative Directors as measured by the number of teachers trained.

3.2 Objective (1978-79)

From September 15, 1978 to June 30, 1979, the PEECH Outreach staff will make periodic consultant visits to the demonstration sites to provide assistance with individualized educational programs as measured by the number of consultant visits and the number of teachers receiving assistance.

4. Goal (1978-79)

The PEECH Outreach staff will provide for dissemination of information and evaluation of the PEECH Outreach Program.

4.1 Objective (1978-79)

From July 1, 1978 to June 30, 1979, information will be disseminated regionally, statewide, and nationally to persons requesting materials defining the PEECH Program as measured by the number of contacts made.

4.2 Objective (1978-79)

From July 1, 1978 to June 30, 1979, data will be collected to provide for an annual evaluation of the PEECH Outreach Program which will be submitted to the Bureau of Education for the Handicapped.

SERVICES RENDERED BY THE PEECH OUTREACH PROJECT

I. Technical assistance for administration by Project PEECH replication.

A. General guidelines and administrative procedure:

1. Needs Assessment by PEECH Outreach staff
2. Budgeting procedures used in PEECH model
3. Presentation of forms and survey instruments used in PEECH Project
4. Procedures in locating handicapped children
5. Guidelines for admittance to Early Childhood program
6. Purchasing procedures
7. Presentation of materials used in the PEECH project
8. Dissemination of information locally through the use of news media
9. Present evaluation design and data collection used by PEECH

II. Technical assistance for instruction

A. Demonstrate the use of diagnostic instruction used in the PEECH Model through:

1. Demonstration
2. Lecture
3. Role Playing
4. Films and video tapes

B. Provide training in the characteristics of the handicapping conditions through:

1. Workshops

a. Normal growth and development
b. Abnormal growth and development
c. Procedures used in PEECH Project in training parents to be paraprofessional educators
d. Adaptation for varying handicapping conditions

C. Provide training in the development of individualized programs in:

1. Use of test results
2. Observing behaviors
3. Precision teaching techniques
4. Behavior modification techniques
5. Training parents in the use of teaching procedures

D. Technical assistance procedures for Project PEECH Outreach replication:

1. Contractual agreement
2. Evaluation
3. Dissemination of information

PEECH OUTREACH
STAFF
1978-79

A. DIRECTOR: Mrs. Lois A. Cadman
Director PEECH Outreach
Region IX Education Service Center

1. Responsibilities:

   a. Administer the proposed Outreach project with the replicating sites.

   b. Coordinate inservice training programs for the staff in the Outreach sites.

   c. Coordinate activities for parents and related agencies of Outreach sites.

   d. Coordinate the planning evaluation and design of materials to be used in the Outreach sites.

   e. Monitor and visit Outreach sites throughout the year.

   f. Coordinate the activities of the instructional component of the original Project PEECH.

2. Time Commitment: 100% to the proposed project.

3. Qualifications: The director shall possess a Master's Degree with emphasis in Special Education and Early Childhood Education. The director shall have had administrative and supervisory experience in the area of Special Education and Early Childhood Education.

Education:

Hutchinson Community College, Hutchinson, Kansas - Associate Arts Degree, Major: Elementary Education

Sterling College, Sterling, Kansas - B.S., Major: Elementary Education - Minor: Elementary Education

Lamar State College of Technology, Beaumont, Texas - Graduate Work: Remedial Reading Institute

Kansas State Teacher's Meeting, Emporia, Kansas - Graduate Work: Advance Child and Adolescent Psychology

Fort Hays State College, Hays, Kansas - Graduate Work: Language Arts in Kindergarten and Educational Psychology of the Slow Learner

University of Oklahoma, Norman, Oklahoma - M.Ed., Major: Educational Psychology-Emphasis on Language and Learning Disability

Texas Woman's University, Denton, Texas - 1975 - Doctoral Program: Major: Early Childhood Education. Minor: Special Education (Emotionally Disturbed and Special Education Administration)

Professional Experiences:

Region IX Education Service Center - Project Director Program for Early Education of Children with Handicaps and Educational Diagnostician, Department of Special Education

Unified District #405, Lyons, Kansas - Kindergarten Teacher, Director - Remedial Reading Program, Remedial Reading Teacher, and Director of and Instructor of Summer Reading Program

Great Bend Public Schools, Great Bend, Kansas - Kindergarten Teacher

Lyons Public Schools, Lyons, Kansas - Kindergarten Teacher (½ day) and 5th and 6th Grade Teacher (½ day)

B. TRAINING COORDINATOR: Mrs. Jeannette Riche
Training Coordinator
PEECH Outreach

1. Responsibilities:

   a. Assist the director in the provision of in-service training programs for the teachers of the replication sites.

   b. Assist the director in the coordination of activities concerning parents and related agencies.

   c. Assist in monitoring and visitation of the Outreach sites.

   d. Assist in the planning, evaluation and design of materials to be used in the Outreach project.

   e. Assist in coordination of the activities of the instructional components of the original Project PEECH.

2. Time Commitment: 100% to the project.

3. Qualification: The training coordinator shall possess a minimum of two years teaching experience or a Master's Degree with emphasis in Early Childhood Education and/or Special Education.

Education:

Emporia, Kansas State University - B.S., 1970, Major: Elementary Education

Midwestern State University - Reading and Texas Government, 1973

Professional Experiences:

Big Pasture Schools, Randlett, Oklahoma - Kindergarten and Seventh Grade Teacher (1975-77)

Notre Dame Elementary School, Wichita Falls, Texas - Kindergarten Teacher (1973-74)

Maple Hill Grade School, Maple Hill, Kansas - Third Grade and Fifth Grade Teacher (1971-76); Third Grade Teacher (1970-71)

C. TRAINING COORDINATOR: Sharian Deering
Training Coordinator
PEECH Outreach

1. Responsibilities:

a. Assist the director in the provision of in-service training programs for the teachers of the replication sites.

b. Assist the director in the coordination of activities concerning parents and related agencies.

c. Assist in monitoring and visitation of the Outreach sites.

d. Assist in the planning, evaluation and design of materials to be used in the Outreach project.

e. Assist in coordination of the activities of the instructional components of the original Project PEECH.

2. Time Commitment: 100% to the project

3. Qualifications: The training coordinator shall possess a minimum of two years teaching experience or a Master's Degree with emphasis in Early Education and/or Special Education.

Education:

North Texas State University - B.S., 1971, Major: Psychology - Minor: Biology

Texas Woman's University - Doctoral Student, Major: Special Education - Emotionally Disturbed, Minor: Special Education - Mentally Retarded

Professional Experiences:

Graduate Teaching Assistant, Department of Special Education, Texas Woman's University, Denton, Texas (1976-1977)

Teacher Supervisor, Behavioral Center for Autistic Children, North Texas State University, Denton, Texas (August, 1975 - December, 1975)

Teacher of Emotionally Disturbed Classes, Denton Independent School District, Denton, Texas (August, 1973 - August, 1975)

D. SECRETARY: Region IX Education Service Center
Word Processing Department

1. Responsibilities:

   a. Perform secretarial duties as required by the director and staff.

2. Time Commitment: 50% to the proposed project.

3. Qualifications:

   a. Possess proficiency in typing, filing, and general office work.

   b. Take incoming telephone calls and place outgoing calls as requested.

APPENDIX III

FINAL EVALUATION REPORT

PART III-A
PEECH Outreach
Final Evaluation Report
1978-79

The PEECH Outreach Project originated as a result of the success demonstrated by the PEECH Project (A Program for Early Education of Children with Handicaps). Project PEECH, funded by the Bureau of Education for the Handicapped Early Childhood Programs, United States Office of Education, Title VI-C, Section 623, Public Law 91-230 was in the operational stage from 1972-1975. The home intervention model demonstrated an economically and educationally feasible method for serving rural sparsely populated areas.

The target area for the project is a sparsely populated area covering twelve midwest Texas counties which includes 10,230 square miles and a total population of 210,896. The area school population is 46,955 with an estimated preschool population of 12,653. Approximately 24,500 school age children are located in Wichita County indicating the sparsity factor of the project area.

The objectives of the model program were accomplished as follows:

1. To develop a model program for training handicapped children, ages six months to six years living in a rural area.

2. To train parents as paraprofessional educators of handicapped children.

3. To use parent paraprofessional educators as home teachers of handicapped children under the direction of certified teachers.

4. To provide preservice and inservice training of project personnel and parents of handicapped children involved in the project.

5. To provide for demonstration, dissemination, coordination, replication and evaluation of the project.

The handicapping conditions served by the project include: mental retardation, emotional disturbance, physically handicapped, hard of hearing, speech and language development. Precision teaching and behavior modification were major tools used in the educational process. Together with the educational materials available through the project, the home teachers worked at training parents through weekly home visitations. The ultimate goal was for the parent to assume the chief teaching responsibilities until the child is able to attend school.

The rationale of the project was based on the thesis that parents can be effectively involved in the teaching of their handicapped child on a daily basis, and that changes in behavior can be observed and recorded by the parents. An evaluation was made of each child to assess the developmental level at which the child is functioning. From this assessment individualized educational programs were developed for each project participant.

Programs for pre-school children were quite limited at the time the PEECH Project was originally funded. At that time identification of children eligible for a program for handicapped children was a major component. Through the efforts of Project PEECH and the continuation of the PEECH Outreach, programs have been established within the Region IX Education Service Center area and in other localities within the state. The teacher training component has affected the services available and the quality of programs being developed. Parental involvement, a major thrust of the program, was both demonstrated and actively continued as a result of the efforts of the staff. Children mainstreamed into kinder-

garten programs, the development of a Bilingual Preschool Program and a Bilingual Parenting Program were direct spin-offs of the program plan as well as projected plans for additional involvement of parents in activities concerning pre-reading experiences for young children. Through the efforts of this program it has demonstrated the effectiveness of parent training and that parents have a vital influence in the education of their child.

Without the continued services of the PEECH Outreach Staff, consultative assistance would not be available for schools interested in upgrading established programs or for the development of new programs at the present level of expertise or cost. Funding of this program has allowed opportunity for the organization of a staff with expertise in the area of early education for handicapped children which is a rare and unique privilege for educators. As a selected part of the First Chance Network of Early Education Programs for Handicapped through the efforts of the Bureau of Education for the Handicapped, the PEECH Outreach Program has been recognized nationally and has provided guidance for quality programs for young handicapped children and their parents.

Through the Texas State Board Policy Guidelines, Texas Comprehensive Plan of Special Education, and the Education for All Handicapped Children Act (Public Law 94-142), provision is specified for educational programming of children ages three through twenty-one. In the urban areas many of these children can be brought to a central location for educational services; however, in the sparsely populated rural areas it is not financially or physically feasible to transport these young children over distances between 50 and 100 miles per day. The PEECH model is not only educationally profitable, but economically feasible.

Many of the special education services throughout the United States are looking for a satisfactory program of instruction and procedures to facilitate a home intervention program. In many of the geographically rural areas the only program for handicapped children is one of diagnostic evaluation with no provision of follow-up educational services.

The intent of the PEECH Outreach Project is to train professional and paraprofessional home teachers to implement the PEECH Model, a home intervention program, in selected replication sites. Four replication sites were established during the 1975-76 school year, five sites were established during the 1976-77 school year, five sites were established during the 1977-78 school year, and seventeen additional sites were established during the 1978-79 school year. The project staff is also actively involved in the dissemination of information locally, statewide and nationally, providing consultative assistance to early childhood personnel; and with the Texas Education Agency in planning for utilization of the early childhood projects.

The major objectives of the Outreach Program are:

1. To provide preservice and inservice training of staff in each replication site.
2. To provide assistance in the development and utilization of curriculum and materials.
3. To provide consultative assistance to the contracted sites.
4. To provide consultative assistance to the on-going demonstration programs within the Region IX Education Service Center area.
5. Provide for dissemination of information and evaluation of the program.

The handicapping conditions served by the PEECH Project included: mental retardation, emotional disturbances, physically handicapped, hard

of hearing, blind or partially sighted, speech and language development. Precision teaching and behavior modification techniques were major tools used in the educational process.

Technical assistance for, (1) administration, and (2) instruction was provided by the PEECH Outreach staff Project Consultants during the project year. The assistance directed to administration was concerned with budgeting procedures, data forms and survey instruments, guidelines for admittance to early childhood programs, purchasing procedures, and utilization of materials, dissemination of information techniques, and evaluation design. Technical assistance was provided for the area of instruction with emphasis placed upon, (1) diagnosis, (2) overview of handicapping conditions, (3) development of individualized programs, (4) parent training, and (5) on-site monitoring system where teachers are provided with individual assistance. Methods for diagnosis were introduced by demonstration, lecture, role playing, and use of films and video tape. Characteristics of the handicapping conditions were introduced through workshops. The topics of the workshops were: normal child growth and development, abnormal growth and development, and adaptation for varying handicapping conditions. Supervisors, home teachers, and diagnosticians were trained to develop individualized programs by utilizing test results, observing behaviors, utilizing precision teaching techniques, utilizing behavior modification techniques, and parent training techniques.

In providing Outreach services the director, two training coordinators, and the project consultants worked to train personnel in each of the established replication sites. The target area for the Outreach Assistance during the 1978-79 year encompassed ten Headstart Programs,

six Day Care Programs, a Special Education Cooperative, three public school systems, a First Chance Project, and the on-going demonstration sites located within the Region IX Education Service Center area. The outreach sites were located in Texas, Oklahoma and Kentucky.

Recommendations with the onset of Public Law 94-142: The Model as presented is in great demand in the state of Texas. Project PEECH Outreach has been flooded with requests for training implementation and program development for the severely handicapped preschool child and to provide Headstart and day care personnel with training and program development for the mildly to moderately handicapped preschool child. This service has been more in demand with the publication of guidelines for the implementation of Public Law 94-142; therefore, a continuation of the Outreach program would provide a unique and profitable service to the school districts, day care centers and Headstart Programs.

1978-79 OUTREACH SITES
PEECH Outreach
Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309
(817) 322-6928

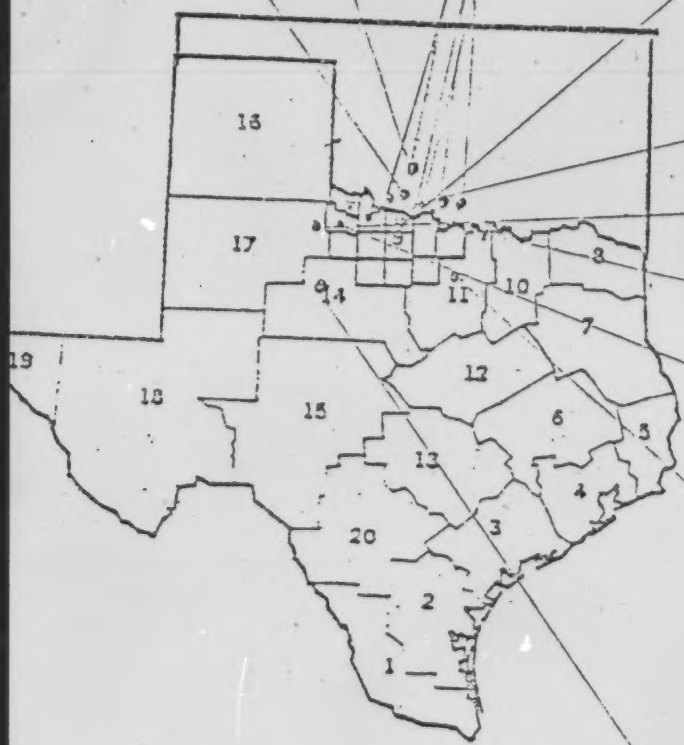
OKLAHOMA

Public Schools:

Temple School District
Temple, Okla.

Big Pasture School
Randlett, Okla.

Head Start Programs:
Temple, Okla.
Waurika, Okla.
Grandfield, Okla.
Ringling, Okla.
Ryan, Okla.
Terral, Okla.



TEXAS

Head Start/Day Care:

Wichita Falls Day Care, Inc.
McCutchen Day Care
Lamar Day Care
Ben Donnell Day Care
Wichita Falls, Tex.

Greenbelt Head Start/Day Care:

Vernon Head Start
Vernon Day Care
Vernon, Tex.

Paducah Day Care
Paducah Head Start
Paducah, Tex.

Quanah Day Care
Quanah Head Start
Quanah, Tex.

Crowell Head Start
Crowell, Tex.

Public Schools:

Burleson Plan A

Crowley ISD
Crowley, Tex.

Everman ISD
Everman, Tex.

Joshua ISD
Joshua, Tex.

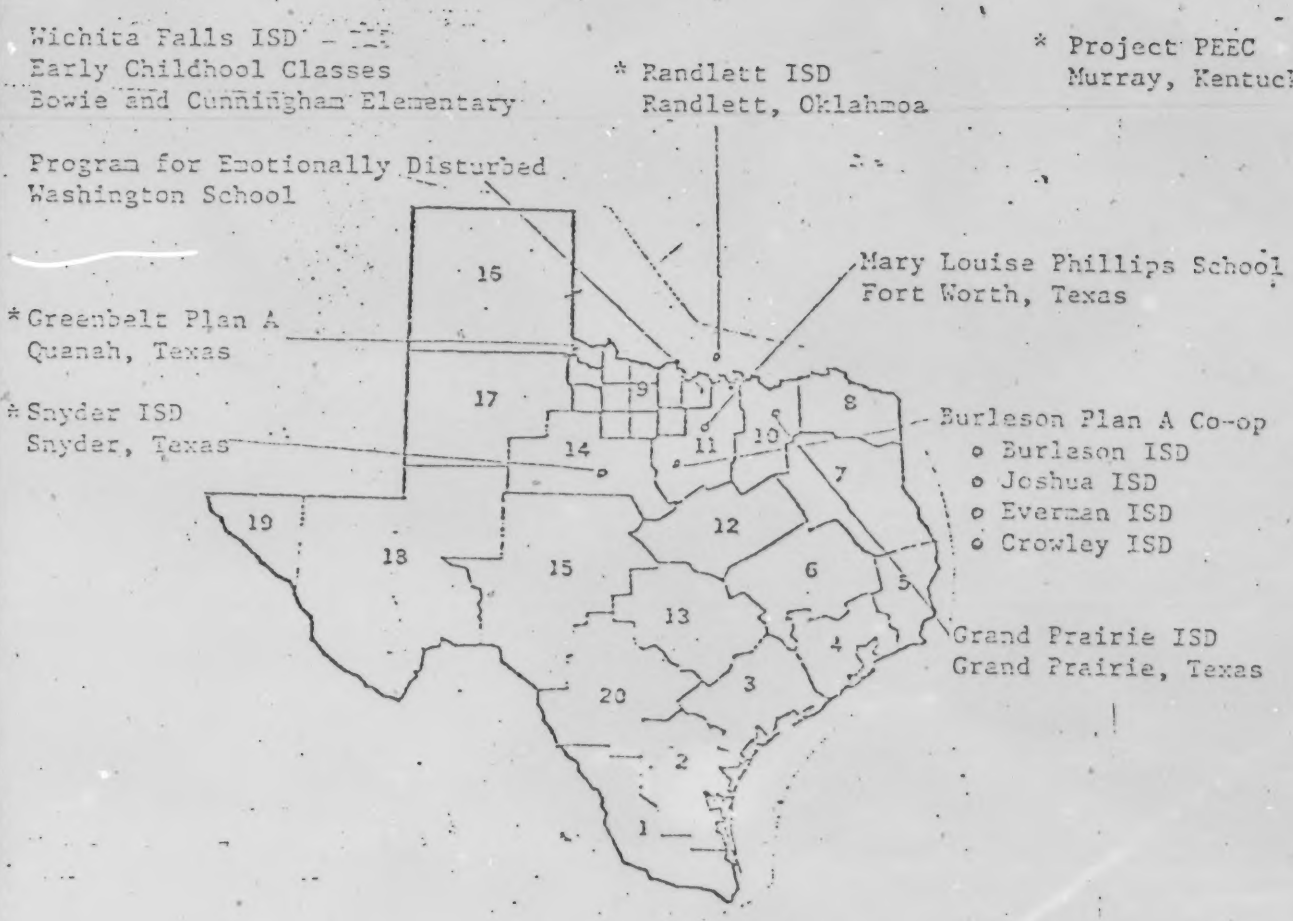
Burleson ISD
Burleson, Tex.

Snyder ISD
Snyder, Tex.

KENTUCKY

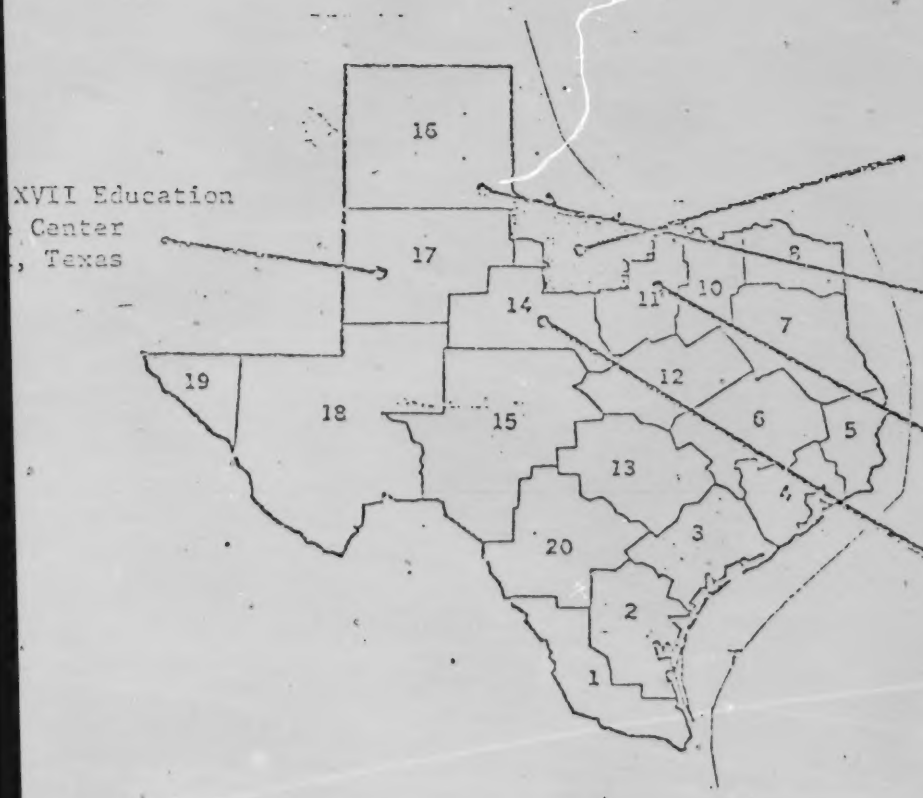
PEEC Project
Murray State University
Murray, Kentucky

PEECH Outreach Sites
1977-78



* Additional sites where inservice training was conducted

1976-77 REPLICATION SITES



XVII Education
Center
, Texas

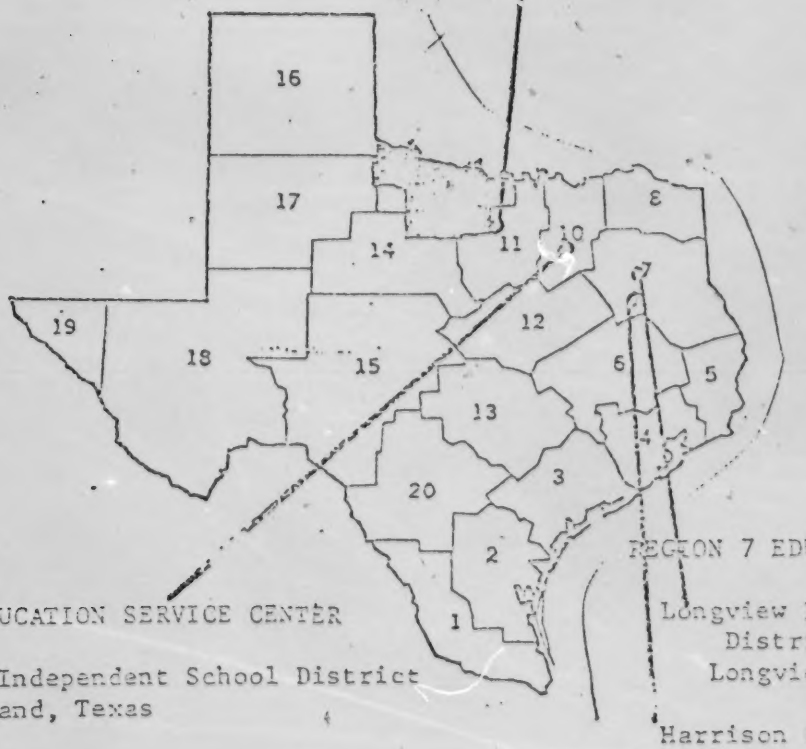
Day Care Services, Inc. -
Wichita Falls, Texas

Greenbelt Plan A Cooperation
Quanah, Texas

Region XI Education Service
Center
Fort Worth, Texas

Region XIV Education Service
Center
Abilene, Texas

1975-76 REPLICATION SITES



REGION 11 EDUCATION SERVICE CENTER

Wise County Plan A Coop
Decatur, Texas

REGION 10 EDUCATION SERVICE CENTER

Garland Independent School District
Garland, Texas

REGION 7 EDUCATION SERVICE CENTER

Longview Independent School District
Longview, Texas

Harrison County Plan A Coop
Hallsville, Texas

PART III-B
PEECH Outreach
Final Evaluation Report
1978-79

In summary, the objectives of the PEECH Outreach were:

1. To present the PEECH Model (Home Intervention Program) to target agency participants.

   a. A total of 29 professionals and paraprofessionals representing 20 sites were provided information concerning the Outreach services and received a Needs Assessment survey.

   b. A total of 45 professionals/paraprofessionals representing 24 sites were provided training in the location of handicapped children.

   c. A total of 61 persons in 5 of the organizations representing 10 sites were provided assistance in the development of guidelines for admittance to the programs of young handicapped children.

   d. A total of 106 persons in 18 sites were provided training in diagnostic procedures for young children.

   e. A total of 255 persons were trained in 23 sites to train parents to function as paraprofessional educators.

   f. A total of 160 persons in 19 sites were trained to select and/or make appropriate materials and equipment selections.

2. To provide preservice and inservice training for each outreach site.

   a. A total of 252 persons in 21 sites were trained to utilize behavior management and precision teaching techniques.

   b. A total of 233 persons in 21 sites were provided training in the area of child growth and development.

   c. A total of 197 consultative visits were made to the 24 outreach sites to assist in the development and maintenance of Individualized Educational Plans.

3. To serve as consultants to the ongoing demonstration programs within the Region IX Education Service Center area.

   a. A total of 494 persons were trained in 17 comprehensive inservice workshops.

b. 33 catalogs were distributed

c. 230 items were loaned to teachers from the PEECH materials library.

d. An inventory was conducted of the training materials and a catalog compiled.

e. 17 consultative visits have been made to the schools in the Region IX area.

f. Four grant applications were written and submitted for funding:

. Model program to the Handicapped Children's Early Education Program - B.E.H.

. Personnel Preparation Division - B.E.H.

. State Implementation Training Grant

. Continuation of the Outreach Program

4. To provide for dissemination of information and evaluation of the PEECH Outreach Program.

a. Information has been disseminated through 8 state and national meetings

b. 62 letters explaining the PEECH Model have been answered.

c. Program data has been compiled for a final evaluation report.

. The objectives as stated in the project application were evaluated (See Appendix V)

. Forms for collecting data are found in Appendix VIII.

d. Data for JDRP submission is being reviewed for submission by the project officer.

EVALUATION MATERIALS

prepared for submission to the

JOINT DISSEMINATION REVIEW PANEL

PROGRAM AREA: Early Education for the Handicapped

PROJECT TITLE: A Program for Early Education for Children with Handicaps (Project PEECH)

LOCATION: Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309

June, 1979

PROGRAM AREA: Early Education for the Handicapped

CONTACT PERSON: Ms. Lois A. Cadman, M.Ed.

I. PROJECT TITLE: A Program for Early Education of Children with Handicaps (Project PEECH)

LOCATION: Region IX Education Service Center
3014 Old Seymour Road
Wichita Falls, Texas 76309

II. DEVELOPED BY: Region IX Education Service Center and Texas Woman's University, Denton, Texas

III. SOURCE AND LEVEL OF FUNDING: Bureau of Education for the Handicapped
(HCEEP) $506,218.00
(Local-State) $ 60,666.00

IV. YEARS OF PROJECT DEVELOPMENT: 1972-79 (1972-75 Demonstration Project; 1975-79 Outreach Project)

V. BRIEF DESCRIPTION OF THE PROJECT:

A. Goals and Objectives. The major goal of this project was to encompass broad, intensive planning to provide identification and diagnosis within a professional setting, and educational services to pre-school handicapped children within the home.

1. To develop a model program for training handicapped children, ages five months to six years, living in a rural, sparsely settled area.

2. To train parents as paraprofessional educators of handicapped children.

B. Context and Students Served. The Region IX Education Service Center serves a rural, sparsely populated area and covers twelve midwest Texas counties, which includes 10,230 square miles and a total population of 210,896 (1970 census). There are approximately 39,000 students in average daily attendance for the forty school districts and five non-public schools with an estimated pre-school population of 12,000. Approximately 22,000 school age children are located within Wichita County, indicating the sparsity factor in the project area. The size of the forty public schools ranges from an average daily attendance of students, the smallest school having eighty-five to the largest school having 15,000. The density in terms of average daily attendance is 3.8 children per square mile.

Parents of the target population were an integral part of the program. The handicapping conditions served by the project include the mildly to severely handicapped child.

C. Program Description.

1. Overview of the PEECH Project. The PEECH Program, a home intervention model, is based on the thesis that parents can be effectively involved in the teaching of their own handicapped child on a daily basis and that changes in behavior can be observed and recorded by the parents. The ultimate goal was for the parent to assume the chief teaching responsibilities until the child was able to attend school.

   During the three year demonstration phase of the program ten professional and five paraprofessional home teachers provided weekly home visitations of approximately one and one-half hours duration for a total of 203 children. The average case load ranged from twelve to sixteen students for each teacher.

2. Subject Selection. Subject eligibility for the Region IX PEECH Program was determined by the following criteria: (1) Referral; (2) Age; (3) Parental Cooperation; (4) Rural-Urban Status; (5) Determination of Student Eligibility; (6) Availability of Other Programs

   (1) Referral. Initial identification of prospective subjects resulted from parental referral. Parents were informed of the availability of the program by releases through the media, schools, and regional health services, and by subsequent cooperation of those agencies. On the basis of a formal request by a parent (or principal caretaker), an initial interview was arranged with the Project Director.

   (2) Age. Age range for admittance to the program was 5 months to 6 years.

   (3) Parental Cooperation. In the initial interview, the Project Director explained the program to the parent(s), described in detail the nature and magnitude of parental responsibilities, and established the willingness of the parent to cooperate. If the parent was unwilling, the selection process was terminated.

   (4) Rural-Urban Status. The project was written for the rural area only. No children living in an urban area exceeding a population of 50,000 were provided services.

(5) Determination of Student Eligibility. The PEECH staff and designated Region IX staff were trained to conduct parental interviews and to make observations of the children in the home environment. This information served as a basis for staffing which included the project director, home teachers, and Region IX personnel (educational diagnostician, speech therapist, physical therapist, and special education consultants) to determine the appropriateness of PEECH placement. Decisions were made on the basis of type and degree of handicap. Formal test procedures were not ordinarily employed in the screening process.

(6) Availability of Other Programs. If the child because of age, location of home, nature of handicap, or other reason was eligible for programs other than PEECH, the child was referred to the appropriate program. This policy was followed to insure that children received the appropriate services.

(7) Incidence of Children Referred. Children who satisfied these six criteria were admitted to the program. Ninety percent of the children originally referred were accepted into the program.

3. Data Collection. The three instruments employed for data collection purposes were the ALPERN-BOLL Developmental Profile and the STANFORD-BINET Intelligence Scale or the CATTELL Infant Intelligence Scale. These tests were administered independently during each program year; the dates of administration were September and May.

Each of the three tests has been carefully standardized. Properly administered, these tests satisfy reasonable criteria of reliability and validity. Moreover, the data yielded, in the present setting, are appropriate to program evaluation and decision making.

Because of the rural setting, all testing was done in the home. During the first year of the program an attempt was made to establish external validation of the test results. Independent testers worked with the child and the parent in the home. Unfortunately, this activity provoked serious disturbance among some of the parents, and the decision was made to rely entirely on teacher administration of the tests.

Given this circumstance, rigorous efforts were made to guarantee the objectivity of the data. First, the entire data collection process was under the direct supervision of the project director. Second, each teacher was carefully trained in the administration of the three measures.

Third, teachers were not allowed to review previous test results. Fourth, so far as possible, teacher assignments were rotated each program year, thus minimizing personal attachments. Finally, children were not dropped from the study on the basis of test results.

Birth dates, test dates, and test data were entered on standardized recording forms. These data were processed by computer. The computer output provided a complete summary of the original data in order that the project director could verify the accuracy of the input.

Specific data on parental progress were not collected. The assumptions were made that progress of children was the primary goal and that, moreover such progress reflected, in part, at least, the competence of the parents.

4. Individualized Educational Programs. The information compiled by the teachers for each child through the assessment process, data charted from the Portage Guide to Early Education (a developmental checklist), and parental interviews provided the teachers with the information necessary for making long term and short term educational goals.

   These goals analyze the lists of behaviors to be accomplished. The teacher starts with a single behavior with which the parent and child will be successful and builds the developmental curriculum activities from this point. Formal and informal observations of each child allows the teacher the opportunity to revise the planned program.

   During each weekly session the teacher demonstrates the techniques to be utilized with the child while the mother observes, thus teaching the mother the processes of behavior modification; when to reward, what to reward, and how to chart each behavior. Through this modeling process the parent is able to continue the work for that week, thus achieving the short term goals.

   Individual folders were maintained for each child and the behaviors charted, so that the teacher was able to plan and re-assess each child's progress.

5. Curriculum. The curriculum was based on Logan's theory model, which defines learning as a relatively continuous process as a result of generalized and consistent patterns. Activities which were related to the Portage developmental checklist were based on the developmental skill areas; self help, social, physical, communication, and academic, and were clearly outlined by the

teacher, thus defining the objectives for each child to be programmed in sequences that would move the child forward.

The project staff developed a Parent's Handbook and a Teacher's Handbook to assist sites in the development of a replication of the model program.

6. Dissemination/Replication. During the Outreach phase (1975-79) the PEECH Program has provided training for a total of 96 early childhood teachers representing the continuation programs within the Region IX area; for 275 teachers/administrators (public schools, head start programs, day care centers) in Texas, Southern Oklahoma and Kentucky. The technical assistance the staff has provided to the recipients for the model implementation emphasizes administrative guidance and teacher training in the areas of (1) assessment, (2) behavior management, (3) precision teaching, (4) individualized educational programs, and (5) parent training. The wide acceptance and utilization of the training to implement the home intervention model proves that it can be widely promoted in other rural areas.

D. Costs.

The installation costs of the Early Childhood Programs within the Region IX area averaged $1896.00 per student for two hundred twenty-nine students ages three through six. The subsequent continuation costs are representative of the Early Childhood Programs at the cost of $1582.00 per student. Inflationary impacts are not included in the calculations.

Figure 1
Cost per Learner

	Installation	Subsequent Operating Costs
Personnel	$986.00	$986.00
Staff Training	284.00	107.00
Facilities	-0-	-0-
Equipment	152.00	27.00
Consumables	170.00	170.00
Transportation	247.00	247.00
Communication	57.00	45.00
	$1,896.00	$1,582.00

VI. EVIDENCE OF EFFECTIVENESS:

The analysis is in two major parts. The first is a comparison of the entrance-exit data for the 98 children served by PEECH for whom English was a first language. The six children for whom Spanish was a first language were not included. The second approach is a profile analysis of the progress made by a subset of 18 children on whom pre- post- data were available for each of two program years and for one period subsequent to the first program year and one period subsequent to the second program year. Compensated age values (Irwin-Wong, 1974) are reported in this paper, but raw pre- post- values are also included in the summary tables.

A. The Entrance-Exit Analysis (N = 98)

For the 98 children, the mean entrance CA was 43.8 months, with maximal and minimal ages of 79.7 and 5.3 months. The mean exit age was 54.8 months, with maximal and minimal ages of 84.9 and 22.4 months. The mean elapsed time was 10.9 months, with a range from 30.5 to 5.2 months.

1. The Multivariate Analysis of Variance (MANOVA)

The purpose of the MANOVA is to estimate the significance of the overall impact of the total program as represented by the entrance-exit data from each of the 98 children on each of the six tests entered in the analysis. The MANOVA for Entrance-Exit is significant ($F = 13.58$; df 6,92; $p < .001$), permitting rejection of H_o. For each test, the change in mean compensated difference was positive. This analysis, then, strongly suggests that the total PEECH program is effective.

2. Individual F-Ratios

Table 1 summarizes the data for each administration of the six tests. Because the F-Ratio for entrance-exit is significant in each instance ($p < .001$), the null hypothesis may be rejected for each of the six tests. Table 1 also presents the mean, standard deviation, standard error of the mean, minimum, maximum, and range for each administration of each test. These data suggest that the improvement is general across each of the areas tested. Moreover, the magnitude of the gains--expressed in months either as raw gain (post - pre) or intervention effect (compensated post - pre)--may reasonably be presumed to make an educational difference.

3. ANOVA and Newman-Keuls

In the one way analysis of variance (block design) for each of the six tests, the data were first standardized (subtract

pre- mean and divide by pre- standard deviation) in order to minimize the effects of the different tests themselves. The purpose of this ANOVA was to test the hypothesis that the six tests do not differ in sensitivity, that is, in magnitude of change as measured. The between tests F-Ratio is significant ($F = 3.51$; df 5,97; $p = .004$), permitting rejection of the null hypothesis.

The Newman-Keuls is designed to test the statistical significance of the differences in the individual pairs of tests. The six tests, ranked in order of increasing magnitude of compensated change, are A-B Social, A-B Self-Help, A-B Physical, A-B Communication, S-B/CAT Intelligence, and A-B Academic. Of the 15 possible inter-test comparisons, only four comparisons (A-B Academic and S-B/CAT Intelligence each against A-B Self-Help and A-B Physical) are significant (p .05).

4. Summary of This Analysis

The magnitude of the gains, particularly when expressed in compensated values, the consistency of the tests of significance, the methods of subject selection and data collection, and the logical relationship between the nature of the program and the areas of progress, all make tenable the assumption that the PEECH program does make a significant educational impact on children.

B. THE PROFILE ANALYSIS (N = 18)

For a subset of 18 of the original 98 children, complete pre- and post- data were available for four sequential periods: (1) first year in program, (2) interval between first and second year in program, (3) second year in program, and (4) interval between second year in program and initial post- program evaluation. The mean developmental duration in months of each period is shown in Table 2.

The representativeness of the subset of 18 children was tested by first dropping from the 80 remaining subjects the 16 children for whom the interval between the first and second testing was greater than eight months. The mean difference between the 18 and the 64 children on each of the six measures was tested under three conditions: Pre- scores, post- scores, and difference scores (post- minus pre-). In each condition, the multivariate and the six univariates were not significant ($p < .05$). The mean difference values are shown in Table 3. These analyses strongly suggest that the 18 children are representative of the total group.

A one sample profile analysis was completed for each test for the differences in compensated gains between Periods 1 and 2 and between Periods 3 and 4. Because of the different mean elapsed times, only compensated gains were used. The mean elapsed times for Periods 1 and 3 (the times in program) are essentially the

same (7.19 and 7.40 months), but the mean elapsed times for Periods 2 and 4 (the times not in program) differ by a factor of approximately three (4.45 to 14.8 months). Despite these differences, the multivariates for the two comparisons are significant ($F = 4.35$; df 6,12; and $p > .05$; and $F = 10.73$; df 6,12; and p .01). This analysis strongly suggests that the program does have a marked intervention effect, for, as shown in Table 4, the rate of change is consistently greater during program periods than during non-program periods.

In univariate tests of the significance between gains made on the same tests in Period 1 and Period 2, only the differences for Alpern-Boll Academic and Binet-Cattell Intelligence were significant ($p < .05$). For the comparisons between Periods 3 and 4, Alpern-Boll Self-Help, Alpern-Boll Social, and Binet-Cattell Intelligence were significant ($p < .05$). Binet-Cattell Intelligence was the only overlap.

VII. REFERENCES:

A. PEECH Materials

Cadman, Lois A., Fullerton, H. M., and Wylie, Edward J. Parents Handbook, A Handbook for Parents of Pre-School Handicapped Children. Wichita Falls, Texas: Region IX Education Service Center, 1976.

Cadman, Lois A., Fullerton, H. M., and Wylie, Edward J. Teachers Handbook, A Handbook for a Pre-School Home Intervention Program. Wichita Falls, Texas: Region IX Education Service Center, 1977.

Cadman, Lois A. Project PEECH. (A descriptive pamphlet) Wichita Falls, Texas: Region IX Education Service Center, 1974.

B. References

Alpern, G. and Boll, T. Developmental Profile. Psychological Development Publications, Aspen, Colorado, 1972.

Cattell, P. The Measurement of Intelligence of Infants and Young Children. New York: The Psychological Corporation, 1940.

Irwin, John V. and Wong, Seok P. Compensation for maturity in long-range intervention studies. Acta Symbolica, Vol. 5, No. 4, 33-46, 1974.

Logan, L.N. Teaching the Young Child. Boston: Houghton-Mifflin, 1960.

Shearer, D., Billingsley, J., Frohman, A., Hillard, J., Johnson, F., and Shearer, M. The Portage Guide to Early Education. C.E.S.A. 12, Portage, Wisconsin, 1972.

Terman, L.M. and Merrill, M.A. Stanford-Binet Intelligence Scale. Boston: Houghton-Mifflin Company, 1972.

TABLE 1. Basic summary by test for 98 subjects using original entrance and final exit scores.

Test Specification		Mean	Standard Deviation	Std. Error of Mean	Minimum	Maximum	Range	F-Ratio	Probability
	Pre	36.50	19.689	1.989	3.00	94.00	91.00		
A-B	Post	51.56	22.182	2.241	6.00	102.00	96.00		
Physical	Post - Pre	15.1	14.4					106.64	.001
Age	Comp. Post	42.24	21.743	2.196	-6.72	89.69	95.81		
	Comp. Post - Pre	5.7	16.4					12.02	.001
	Pre	41.93	23.787	2.403	.00	94.00	94.00		
A-B	Post	58.92	23.319	2.356	6.00	102.00	96.00		
Self-	Post - Pre	17.0	16.4					104.92	.001
Help	Comp. Post	48.74	21.547	2.177	4.88	97.50	92.62		
	Comp. Post - Pre	6.8	17.8					14.33	.001
	Pre	38.35	18.210	1.840	4.00	82.00	78.00		
A-B	Post	53.11	20.852	2.106	6.00	102.00	96.00		
Social	Post - Pre	14.8	12.9					128.63	.001
	Comp. Post	43.54	19.619	1.982	1.28	97.23	95.94		
	Comp. Post - Pre	5.2	12.3					17.45	.001
	Pre	32.14	15.835	1.600	2.00	78.00	76.00		
A-B	Post	48.09	18.541	1.873	6.00	86.00	80.00		
Academic	Post - Pre	15.9	10.8					214.27	.001
	Comp. Post	40.29	18.363	1.855	1.96	80.84	78.88		
	Comp. Post - Pre	8.1	10.9					54.86	.001
	Pre	31.05	15.593	1.575	2.00	70.00	68.00		
A-B	Post	44.96	18.111	1.830	8.00	96.00	88.00		
Communi-	Post - Pre	13.9	10.5					170.70	.001
cation	Comp. Post	37.24	17.696	1.788	-6.72	91.37	98.09		
	Comp. Post - Pre	6.2	11.1					30.46	.001
	Pre	32.98	17.278	1.745	2.00	87.00	85.00		
S-B/Cattell	Post	49.79	19.464	1.966	4.00	113.00	109.00		
Intelli-	Post - Pre	16.8	13.0					163.60	.001
gence	Comp. Post	41.66	18.758	1.895	1.28	99.19	97.91		
	Comp. Post - Pre	8.7	12.7					45.78	.001

TABLE 2. Mean duration in months for four successive periods.

Unit	Period			
	1*	2**	3*	4**
Duration	7.19	4.45	7.40	14.80

*Children in PEECH program
**Children not in PEECH program

TABLE 3. Mean differences in months using compensated post values for two groups by six tests.

No.	Stat.	Measure					
		A-B Phys.	A-B S-H	A-B Socl.	A-B Acad.	A-B Comm.	Binet Cattell
64	M	13.53	13.59	10.50	13.25	11.31	12.77
	SD	13.34	14.46	11.46	10.54	9.30	8.99
18	M	9.28	9.89	10.00	11.94	9.11	10.22
	SD	9.44	15.19	10.58	5.12	6.07	6.60

TABLE 4. Differences in mean developmental changes in months using compensated post values for 18 children measured at two successive instances of program and nonprogram participation.

Intervals Compared	Stat.	Measure					
		A-B Phys.	A-B S-H	A-B Socl.	A-B Acad.	A-B Comm.	Binet Cattell
Period 1 Minus Period 2	Diff	6.42	6.59	4.63	11.12*	6.08	6.41*
Period 3 Minus Period 4	Diff	9.75	27.07*	16.03*	5.71	8.87	10.91*

* p .05

APPENDIX IV

SUMMARY OF PERSONNEL RECEIVING SERVICE

SUMMARY OF
TRAINED PERSONNEL
July 1, 1978 - June 30, 1979

DEMONSTRATION SITES	TEACHERS TRAINED		CHILDREN RECEIVING SERVICES
	Professional	Paraprofessional	
Montague County	1		15
Clay-Jack	2	1	11
Burkburnett	1		8
Wilbarger	1		10
Big 4	4	1	43
August In-Service	31		
Screening Workshop #1	6		
Screening Workshop #2	21		
Screening Workshop #3	15		
Assessment Workshop	29		
Hearing Evaluation Workshop	41		
Parent Training Workshop	4		
Pre-Academic Curriculum Workshop	12		
Creative Art Workshop	45		
Physical Education Workshop	26		
TOTAL	239	2	87
OUTREACH SITES			
Day Care Center, Inc.			
Ben Donnell Day Care	5	4	7
McKutchen Day Care	5	6	8
Lamar Day Care	7	9	6
Economic Opportunities Advancement			
Vernon Head Start & Day Care	4	1	6
Paducah Day Care & Head Start	2	3	6
Quanah Day Care & Head Start	3	1	10
Crowell Head Start	1	2	7
RECAP Head Start			
Temple Head Start	2	2	1
Waurika Head Start	1	1	5
Terral Head Start	5	1	1
Grandfield Head Start	1	1	3
Ringling Head Start	2	2	1
Ryan Head Start	1	1	2
TEMPLE School District	4	3	9
Big Pasture School	5		2
Burleson Plan A Co-Op			
Crowley ISD	2	2	16
Everman ISD	4	1	13
Burleson ISD	3		
Joshua ISD	1		
Snyder ISD	5	1	10
Murray Kentucky	3		
TOTAL	66	41	113

SUMMARY
PERSONNEL RECEIVING SERVICES
July 1, 1977 to June 30, 1978

DEMONSTRATION SITES

Plan A Cooperative	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICE
Montague County	3		30
Clay-Jack	4		35
Burkburnett	2	1	8
West Wichita	2		6
Wilbarger	2		10
Big "4"	4		88
Haskell-Knox	4		52
TOTAL	21	1	229

OUTREACH SITES

Site	TEACHERS TRAINED Professional	Paraprofessional	CHILDREN RECEIVING SERVICE
Burleson Plan A			
Burleson ISD	3	2	14
Crowley ISD	3	1	16
Joshua ISD	4		5
Everman ISD	4	1	19
Mary Louise Phillips School Fort Worth ISD	7	4	32
Grand Prairie ISD	4	2	30
Wichita Falls ISD	8	2	56
Randlett ISD	2		1
Project PEEC	3	1	22
Snyder ISD	3	1	12
Greenbelt Plan A	1		1
TOTAL	42	15	208

SUMMARY
PERSONNEL RECEIVING SERVICES
1975-76

DEMONSTRATION SITES	TEACHERS TRAINED		CHILDREN RECEIVING SERVICES
	Professional	Paraprofessional	
Montague County Plan A	4	1	25
Clay-Jack	3		5
Burkburnett	2	1	24
West Wichita	1	1	10
Wilbarger County	1	1	6
Big "4" Co-op	3	1	17
Haskell-Knox	2	2	22
TOTAL	16	7	109

REPLICATION SITES	TEACHERS TRAINED		CHILDREN RECEIVING SERVICES
	Professional	Paraprofessional	
Hallsville	1		3
Longview	3	2	22
Decatur	1		7
Garland	8		43
TOTAL	13	2	75

SUMMARY
PERSONNEL RECEIVING SERVICES
July 1, 1976 - June 30, 1977

DEMONSTRATION SITES	TEACHERS TRAINED		CHILDREN RECEIVING SERVICES
	Professional	Paraprofessional	
Montague County Plan A	4	1	21
Clay-Jack	3		5
Burkburnett	1	1	6
West Wichita	3	1	21
Wilbarger County	1	1	8
Big "4" Co-op	3	1	17
Haskell-Knox	2	2	22
TOTAL	17	7	100

REPLICATION SITES	TEACHERS TRAINED		CHILDREN RECEIVING SERVICES
	Professional	Paraprofessional	
Harrison County Plan A	1		3
Longview ISD	2	2	22
Wise County Plan A	1		7
Garland ISD	9	2	39
Region XI ESC, Ft. Worth	22		47
Region XVII ESC, Lubbock	24		35
Day Care Center, Inc.	10	15	20
Greenbelt Plan A	3	2	11
Region XIV ESC, Abilene	14		27
TOTAL	86	21	211

APPENDIX V

SPECIFIC OBJECTIVES DATA

FINAL REPORT
PEECH Outreach
Grant Number: G007802265 Project Number: 44 BH 80046
July 1, 1978 to June 30, 1979

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
. The PEECH Outreach program staff will present the PEECH Model (Home Intervention Program) to target agency participants.	1.1 By June 30, 1979, the PEECH Outreach staff will acquaint ten target agencies and other interested people with the PEECH Model Program (Program for Education of Children with Handicaps) as measured by the number of presentations presented.	1.1.1 Letters were mailed to the support personnel requesting services from the Outreach Program for the 1978-79 fiscal year to announce the grant award (7-11-78) 1.1.2 A general meeting was held at the Region IX ESC for staff of the Outreach sites to acquaint personnel with the services to be rendered throughout the year. (8-11-78)	(1) 14 letters were sent to administrators involved in the 24 Outreach sites. (2) 29 persons representing 20 sites involved in the general meeting which a. explained the Outreach services b. provided for completion of a needs assessment

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.2 During the initial phase of the program, the PEECH Outreach staff will train the Outreach site personnel in the procedures and instrumentation for locating handicapped children in each of the target areas.	1.2.1 Professional staff instructed personnel in the Outreach sites in screening techniques to identify handicapped children: a. Day Care Center, Inc. Wichita Falls, TX 9/13/78 (5) b. Economic Opportunities Advancement, Crowell,TX 9/20/78, 9/21/78, 9/22/78 (7) c. RECAP Head Start Lone Wolf, Oklahoma 10/3/78, 10/4/78 (12) d. Temple School District Temple, Oklahoma 9/6/78 (5) e. Big Pasture School Randlett, Oklahoma 9/14/78 (3) f. Burleson Plan A Burleson, Texas 9/27, 28/78 (5) g. Snyder ISD Snyder, Texas 9/18/78 (5) h. Project PEEC Murray, Kentucky 9/12/78 (3)	(1) A total of 45 professionals in the organizations represented by 24 sites were provided training in the location of handicapped children

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.3 By September 30, 1978, the PEECH Outreach staff will assist each target agency in the development of guidelines for admittance of the identified handicapped child to the program as measured by the number of presentations made and the number of people trained	1.3.1 Guidelines for admittance to the program for young handicapped children have been presented to: a. Day Care Center, Inc. Wichita Falls, TX 9/13/78 (5) b. Big Pasture School Randlett, Oklahoma 10/5/78 (3) c. Burleson Plan A Burleson, Texas 10/27/78 (6) d. Snyder ISD 11/13/78 (5) Telephone Consultation 2/2/79, 2/9/79, 3/28/79 (5) e. Region XIV ESC 3/13/78 (52)	(1) A total of 61 persons in 5 of the organizations representing 10 sites were provided assistance in the development of guidelines for admittance to the programs for young handicapped children

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.4 By September 30, 1979, the PEECH Outreach staff will acquaint each of the target agencies with diagnostic procedures to be utilized in diagnosing each individual child's strengths and weaknesses for individualized programming as measured by the number of teachers trained and the number of presentations made.	1.4.1 The following target agencies have been trained to utilize diagnostic procedures: a. Day Care Center, Inc. McCutchen Day Care 12/18/78 (6) 2/12/79 (3) 2/20/79 (6) 2/23/79 (6) Lamar Day Care 11/27/78 (6) 2/23/79 (1) 3/15/79 (4) 5/1/79 (3) Ben Donnell Day Care 3/20/79 (1) 4/5/79 (1) b. RECAP Head Start Temple Head Start 11/8/78 (3) 1/16/79 (4) Waurika Head Start 1/24/79 (3) Ringling Head Start 1/24/79 (3) c. EOAC Vernon Day Care Vernon Head Start 3/6/79 (1) Quanah Day Care Quanah Head Start 2/26/79 (5) 3/20/79 (3) 3/27/79 (4)	(1) A total of 106 persons in 18 of the sites were provided training in diagnostic procedures.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Paducah Day Care Paducah Head Start 2/15/79 (3) 2/22/79 (3) Crowell Day Care 2/15/79 (2) 2/22/79 (2) d. Temple School District 11/8/78 (3) 1/16/79 (4) 3/19/79 (4) e. Big Pasture School, Randlett, Oklahoma 1/25/79 (5) 4/18/79 (1) f. Burleson Special Education Co-op Crowley ISD 10/27/78 (3) 3/14/79 (6) Everman ISD 10/27/78 (2) g. Snyder ISD 9/19/78 (5)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.5 By June 30, 1979, the PEECH Outreach staff will train personnel in each of the Outreach sites to train parents to assume the role of parent-paraprofessional educators measured by the number of presentations made, the number of teachers trained and the number of parents trained by each site.	1.5.1 The following target agencies have been trained to implement the home teaching process: a. Day Care Center, Inc. McCutchen Day Care 11/9/78 (4) 11/22/78 (6) 3/21/79 (41) Lamar Day Care 4/3/79 (11) 5/1/79 (3) Ben Donnell 2/26/79 (4) 3/22/79 (25) b. RECAP Head Start Temple Head Start 11/17/78 (13) 1/16/79 (4) 3/12/79 (4) Waurika Head Start 12/14/78 (2) 4/17/79 (2) Terral Head Start 11/2/78 (4) 4/19/79 (1) Ringling 3/28/79 (4) 4/9/79 (4) Grandfield 2/19/79 (3) 4/23/79 (2) c. EOAC Vernon Day Care Vernon Head Start 5/2/79 (3) 5/10/79 (2)	(1) A total of 255 persons were trained in 23 sites to train parents to function as paraprofessional educators

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Quanah Day Care Quanah Head Start 1/17/79 (5) 5/3/79 (1) 5/9/79 (1) Paducah Day Care Paducah Head Start 11/13/78 (9) 11/29/78 (6) Crowell Day Care 3/7/79 (2) d. Temple School District 10/11/78 (4) 11/1/78 (4) 3/19/79 (2) e. Big Pasture School, Randlett, Oklahoma 4/18/79 (1) f. Burleson Special Education Co-op Crowley ISD 3/14/79 (3) 5/10/79 (2) Everman ISD 3/13/79 (4) Burleson ISD 3/13/79 (1) g. Snyder ISD 11/13/78 (5) h. Murray, Kentucky 9/12/78 (3) i. East Texas Speech & Hearing Association 9/8/78 (60)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	1.6 By June 30, 1979, personnel in each of the target sites will be trained to select and/or make appropriate instructional materials and equipment to be utilized in the provision of individualized educational programs as measured by the number of monthly in-service meetings and the number of teachers trained.	1.6.1 Training to select instructional materials: a. Day Care Center, Inc. Lamar Day Care 10/13/78 (8) 11/6/78 (7) 1/30/79 (9) 2/8/79 (4) Ben Donnell Day Care 11/3/78 (5) 12/13/78 (4) 3/20/79 (4) 4/5/79 (2) McCutchen Day Care 11/6/78 (2) 12/6/78 (2) 3/15/79 (6) b. RECAP Head Start Temple Head Start 12/7/78 (4) 1/16/79 (4) 2/22/79 (3) Waurika Head Start 2/21/79 (2) 3/13/79 (2) 3/22/79 (1) Terral Head Start 12/14/78 (2) 2/19/79 (1) 4/5/79 (2) Ringling Head Start 12/13/78 (4) 2/7/79 (4) 3/14/79 (4)	(1) A total of 160 persons in 19 sites were trained to select and/or make appropriate materials and equipment selections.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Grandfield Head Start 10/2/78 (2) 3/15/79 (2) 3/29/79 (2) c. EOAC Vernon Day Care Vernon Head Start 12/12/78 (4) 3/19/79 (4) 3/27/79 (2) Quanah Day Care Quanah Head Start 12/6/78 (4) 1/17/79 (5) 2/13/79 (4) d. Temple School District 12/12/78 (5) 3/6/79 (5) 4/2/79 (4) e. Big Pasture School Randlett, Oklahoma 10/10/78 (1) 2/28/79 (4) 3/12/79 (4) f. Burleson Special Ed. Co-op Crowley ISD 12/14/78 (3) 2/14/79 (2) 3/14/79 (3) Everman ISD 12/14/78 (2) 3/13/79 (2) 5/10/79 (1) Burleson ISD 12/8/78 (4) Joshua ISD 12/8/78 (2) g. Snyder ISD 12/5/78 (3)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
The PEECH Outreach Program will provide pre- and in-service training for each outreach site.	2.1 By June 30, 1979, three sessions will be conducted in each outreach site to train teachers to utilize precision teaching and behavior management techniques, as measured by the number of in-service workshops and number of teachers trained.	2.1.1 Training sessions were conducted to train teachers to utilize behavior management, precision teaching techniques in the following sites: a. Lamar Day Care 12/5/78 (14) 3/7/79 (3) 5/8/79 (3) Ben Donnel 11/27/78 (5) 3/20/79 (4) 4/5/79 (2) McCutchen Day Care 11/9/78 (64) 12/8/78 (4) 4/15/79 (6) b. RECAP Head Start Temple Head Start 11/17/78 (4) 4/4/79 (4) 4/18/79 (3) Waurika Head Start 3/22/79 (1) 4/9/79 (2) 4/17/79 (2) Terral Head Start 11/28/78 (3) 1/22/79 (2) 4/5/79 (2) Ringling Head Start 10/24/78 (4) 11/2/78 (6) 11/28/78 (2) Grandfield 11/14/78 (6) 12/13/78 (2) 1/18/79 (2) 2/12/79 (2)	(1) A total of 252 persons in 21 sites were trained to utilize behavior management and precision teaching techniques.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		c. EOAC Vernon Day Care Vernon Head Start 11/8/78 (4) 2/27/79 (4) 3/6/79 (3) Quanah Day Care Quanah Head Start 11/29/78 (4) 3/27/79 (4) 5/9/79 (1) Paducah Day Care Paducah Head Start 11/29/78 (6) 3/5/79 (5) 4/9/79 (3) 4/30/79 (4) Crowell Day Care 12/11/78 (1) 3/29/79 (2) 4/30/79 (2) d. Big Pasture School 11/7/78 (5) 2/28/79 (4) 3/21/79 (1) e. Temple School District 11/8/78 (5) 12/12/78 (2) 3/12/79 (3) 4/2/79 (2) 4/23/79 (2) f. Burleson Plan A Crowley ISD 11/17/78 (8) 2/14/79 (2) 3/14/79 (3)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Everman ISD 11/20/78 (6) 2/13/79 (3) 3/13/79 (2) Burleson ISD 12/18/78 (4) 2/14/79 (1) 5/10/79 (1) g. Snyder ISD 11/14/78 (3) 12/5/79 (4)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	2.2 By June 30, 1979, three sessions will be conducted in each outreach site to train teachers in child growth and developmental sequence (normal and abnormal) as measured by the number of workshops conducted and the number of teachers trained.	2.2.1 Training sessions in child growth and development sequence (normal and abnormal) were conducted as follows: a. Day Care Center, Inc. Lamar Day Care 10/13/78 (7) 10/16/78 (6) 11/6/78 (6) Ben Donnell Day Care 10/23/78 (8) 11/3/78 (4) 11/27/78 (6) McCutchen 3/15/79 (6) 3/21/79 (41) 5/13/79 (3) b. RECAP Head Start Temple Head Start 2/22/79 (3) 3/12/79 (4) 4/9/79 (4) 4/18/79 (3) Waurika Head Start 3/13/79 (2) 3/22/79 (2) 4/9/79 (2) Terral Head Start 1/22/79 (2) 4/5/79 (2) 4/19/79 (2) Ringling Head Start 2/21/79 (4) 3/14/79 (4) 3/28/79 (4) 4/5/79 (4) 4/19/79 (4)	(1) A total of 233 persons in 21 sites received training in the area of child growth and development.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Grandfield 3/15/79 (2) 3/29/79 (2) 4/3/79 (1) c. EOAC Vernon Day Care Vernon Head Start 10/25/78 (5) 11/8/78 (4) 11/13/78 (1) 12/12/78 (4) 1/23/79 (3) Quanah Day Care Quanah Head Start 10/10/78 (4) 11/7/78 (4) 1/17/79 (4) Paducah Day Care Paducah Head Start 10/26/78 (8) 2/15/79 (4) 3/5/79 (4) 4/30/79 (5) Crowell Day Care 2/15/79 (2) 3/17/79 (2) 4/30/79 (2) d. Temple School District 3/6/79 (1) 3/12/79 (3) 4/2/79 (2) 4/23/79 (3) e. Big Pasture School 3/12/79 (4) 4/4/79 (5) 5/7/79 (3)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		f. Burleson Special Ed. Co-op Crowley ISD 3/14/79 (2) 5/10/79 (2) Everman ISD 2/13/79 (3) 3/13/79 (2) 5/10/79 (3) Burleson ISD 2/14/78 (1) 5/10/79 (1) g. Snyder ISD 2/27/79 (4)	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	2.3 By June 30, 1979, the PEECH Outreach staff will make a minimum of two site visits each month to provide on-going consultative assistance to the teachers to assist in the provision of individualized educational programs for young handicapped children as measured by the number of site visits made.	Consultative visits were made as follows: a. Lamar Day Care (15 visits) 9/11/78, 10/13/78, 10/23/78, 11/6/78, 11/27/78, 12/5/78, 1/30/79, 2/8/79, 2/20/79, 2/23/79, 3/7/79, 3/15/79, 4/3/79, 5/1/79, 5/8/79 Ben Donnel Day Care (8 visits) 9/13/78, 10/16/78, 11/3/78, 11/27/78, 12/13/78, 2/19/79, 3/20/79, 4/5/79 McCutchen Day Care (13 visits) 9/29/78, 11/6/78, 11/9/78, 12/6/78, 12/8/78, 1/9/79, 1/22/78, 2/12/79, 2/20/79, 2/23/79, 3/1/79, 3/15/79, 5/8/79 b. RECAP Head Start Temple Head Start (10 visits) 10/3/78, 11/1/78, 11/8/78, 11/17/78, 12/7/78, 1/16/79, 1/22/79, 3/12/79, 4/4/79, 4/18/79 Waurika Head Start (11 visits) 10/3/78, 10/25/78, 11/14/78, 12/11/78, 12/14/78, 1/24/79, 2/21/79, 3/13/79, 3/22/79, 4/9/79, 4/17/79 Terral Head Start (8 visits) 10/4/78, 11/2/78, 11/28/78, 12/14/78, 1/22/79, 2/19/79, 4/5/79, 4/19/79 Ringling Head Start (12 visits) 10/3/78, 10/24/78, 11/2/78, 11/28/78, 12/13/78, 1/24/79, 2/7/79, 2/21/79, 3/14/79, 3/28/79, 4/5/79, 4/19/79	(1) A total of 197 consultative visits have been made to the 24 outreach sites.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		Grandfield Head Start (11 visits) 10/2/78, 11/8/78, 11/14/78, 12/13/78, 1/18/79, 2/12/79, 2/19/79, 3/15/79, 3/29/79, 4/3/79, 4/23/79 Regan Head Start (4 visits) 10/4/78, 10/24/78, 11/2/78, 11/6/78 c. EOAC Vernon Day Care Vernon Head Start (13 visits) 9/20/78, 10/25/78, 11/8/78, 11/13/78, 12/12/78, 1/23/79, 1/23/79, 2/27/79, 3/6/79, 3/19/79, 3/27/79, 5/2/79, 5/10/79 Quanah Day Care Quanah Head Start (13 visits) 9/21/78, 10/10/78, 11/7/78, 11/29/78, 12/6/78, 1/17/79, 1/17/79, 2/13/79, 2/26/79, 3/20/79, 3/27/79, 5/3/79, 5/9/79 Paducah Day Care Paducah Head Start (10 visits) 9/22/78, 10/26/78, 11/13/78, 11/29/78, 12/7/78, 2/15/79, 2/22/79, 3/5/79, 4/9/79, 4/30/79 Crowell Day Care (9 visits) 9/21/78, 10/10/78, 11/20/78, 12/11/78, 2/15/79, 2/22/79, 3/7/79, 4/30/79, 5/7/79 d. Temple School Districts (15 visits) 9/6/78, 9/27/78, 10/11/79, 11/1/79, 11/8/79, 12/12/78, 1/16/79, 2/8/79, 2/27/79, 3/6/79, 3/12/79, 3/19/79, 4/2/79, 4/23/79, 5/9/79	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		e. Big Pasture School (14 visits) 8/17/78, 9/14/78, 10/5/78, 10/10/78, 10/27/78, 11/7/78, 12/7/78, 1/25/79, 2/28/79, 3/12/79, 3/21/79, 4/4/79, 4/18/79, 5/7/79 f. Burleson Special Ed. Co-op Everman ISD (6 visits) 10/27/78, 11/20/78, 12/14/78, 2/13/79, 3/13/79, 5/10/79 Crowley ISD (7 visits) 10/27/78, 11/17/78, 12/14/78, 12/15/78, 2/14/79, 3/14/79, 5/10/79 Burleson ISD (9 visits) 9/27/78, 9/28/78, 10/27/78, 11/17/78, 11/20/78, 12/15/78, 2/14/79, 4/13/79, 5/10/79 Joshua ISD (1 visit) 11/17/78 g. Snyder ISD (7 visits) 9/18/78, 9/19/78, 11/13/78, 11/14/78, 12/4/78, 12/5/78, 2/27-28/79 h. Project PEEC (1 visit) 9/12/78	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
The PEECH Outreach staff will act as consultants to the ongoing demonstration programs within the Region IX Education Service Center area.	3.1 By June 30, 1979, the PEECH Outreach staff will provide pre-/in-service training to early childhood teachers within the demonstration sites upon request by the individual Special Education Plan A Cooperative Directors as measured by the number of presentations made and the number of teachers trained.	3.1.1 Inservice Training was presented to personnel involved with programs for young handicapped children within the Region IX area. a. Regional inservice conducted for demonstration programs: (1)"Alternatives for Young Handicapped Children"-8/30/78(4) (2)"Key Vocabulary Approach"-8/24/78(143) (3)"Learning Center Activities"-8/24/78(70) (4)"Early Childhood Teacher Assessments: Writing Long & Short Term Goals"-8/23/78(14) 8/31/78 (13) b. Region IX ESC Midwinter Conference-"Early Assessment and Programming"-1/27/79 (47) c. Training sessions were conducted for professionals within the Region: (1)Process for Setting Up a Screening Program-3/30/79 (21) (2)Screening Instruments DIAL-4/6/79 (6) (3)Screening Instruments CIP-4/20/79 (15) (4)Screening for Hearing 5/15-16-17/79 (41) (5)Assessment Tools 5/4-5/79 (29)	(1) A total of 494 persons were trained in the 17 inservice workshops conducted by staff. (2) 33 catalogs were distributed. (3) 230 items were loaned from the PEECH materials library (4) An inventory was conducted of the training materials and a catalog compiled.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		(6) Scheduling & Parent Training-5/18/79 (4) (7) Pre-Academic Curriculum 5/28,29,30/79 (12) (8) Creative Art-6/2/79 (45) (9) Physical Education 6/7/79 (26) d. Planned sessions for August Inservice (8/79) 3.1.2 PEECH Materials Catalogs were distributed to all Early Childhood Teachers in Region IX and to the Plan A Directors (33) 3.1.3 230 items from the materials library were on loan to the schools within the Region IX area. 3.1.4 An inventory was conducted of all training materials.	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	3.2 From September 15, 1978, to June 30, 1979, the PEECH Outreach staff will make periodic consultant visits to the demonstration sites to provide assistance with individualized educational programs as measured by the number of consultant visits and the number of teachers receiving assistance.	3.2.1 Consultant visits have been made to: Greenbelt Plan A Quanah ISD-10/1/78 Clay-Jack Plan A Henrietta ISD 2/79, 4/79, 5/79 Perrin ISD-12/6/78, 12/11/78, 2/9/79 Region IX Guide Program- 1/8/79 West Wichita Plan A Iowa Park ISD-1/10/79, 2/7/79 Big 4 Plan A Megargel ISD-9/20/78 Wilbarger County Plan A Northside ISD-9/21/78, 3/7/79 Special Education Co-op Directors Meeting-1/21/79, 3/11-12/79 Wichita Falls ISD-5/24/79 Burkburnett ISD-11/10/78, 3/22/79 3.2.2 Submitted an application for the State Implementation Training Grant. . Application submitted for training of Region IX Early Childhood personnel 1/79-8/31/79 . Training has now been approved by the program office of TEA, grant award document is in the process of approval.	(1) 17 consultative visits have been made within the Region IX area. (2) A regional training application was submitted to TEA in January. (3) A Personnel Preparation Program was submitted to B.E.H. in October, 1978.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
		3.2.3 Submitted an application to Personnel Preparation Division-B.E.H. 3.2.4 Submitted an application for a model program. 3.2.5 Submitted an application for the continuation of the PEECH Outreach Program.	

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
4. The PEECH Outreach staff will provide for dissemination of information and evaluation of the PEECH Outreach Program.	4.1 From July 1, 1978, to June 30, 1979, information will be disseminated regionally, statewide, and nationally, to persons requesting materials defining the PEECH Program as measured	4.1.1 Information has been distributed to professional groups: T.C.E.C., San Antonio (8/78); H.C.E.E.P. Project Directors Meetings (11/78); T.CASE, Austin (1/79); Texas Infant Consortium Group (10/2/78, 12/4/78); TADS Conference, Nashville, TN. (9/12/78) Infant Meeting, Austin (1/15/79); International C.E.C., Dallas (4/23-27/79); TEA Infant Mtg., Austin (6/25/79) 4.1.2 62 letters have been answered concerning request for information about the PEECH model.	(1) Information has been disseminated through 8 state and national meetings. (2) 62 letters explaining the PEECH Model have been answered.

GOAL	OBJECTIVE	OUTPUTS	EVALUATION
	4.2 From July 1, 1978, to June 30, 1979, data will be collected to provide for an annual evaluation of the PEECH Outreach Program which will be submitted to the Bureau of Education for the Handicapped.	4.2.1 Program information is being compiled for a final report.	(3) Program data has been compiled for a final report.
		4.2.2 Data is being reviewed and a document formulated for the Joint Dissemination Review Panel .Conference with program officer (9/78, 11/78, 4/22/79, 6/14/79) .Program data review with Dr. John Irwin (11/22/79, 4/22/79, 6/14/79)	(4) Data for JDRP submission is being reviewd for submission by the project office.
		4.2.3 The project director assisted with a final evaluation report of the 1977-78 Region IX ESC Services (8/4/78)	
		4.2.4 The project director assisted with a final evaluation report for the 1978-79 Region IX ESC Services 6/15/79	

APPENDIX VI

Education Service Center region IX

H. M. Fullerton, Ed. D
Executive Director

Board of Directors
James Irl Montgomery
Chairman
J. H. Jones, Jr.
Vice Chairman
Fred Parkey
Secretary
L. A. Berend
Hinds Clark
Hunter M. Jones
James Kunkel

June 26, 1979

Dr. Edith Heil, Director
Burleson Special Education Cooperative
P. O. Box 289
Burleson, Texas 76208

Dear Dr. Heil:

It has been a rewarding experience to have the opportunity to work with you and your staff in the Crowley, Everman, Burleson and Joshua Independent School Districts Special Education Classes. As a result of your meeting with our training specialist, Ms. Sharian Deering, last September, the following needs for technical assistance were determined:

(1) A minimum of ten days onsite consultative assistance for the early childhood personnel which would:

A. Assist in the Individualized Educational programming for Priority I children.
B. Provide teacher training for newly assigned teachers.
C. Provide inservice staff development for first grade teachers in the regular program to assist in mainstreaming early childhood students.
D. Assist in the parent home training program.

The accomplishments for the 1978-79 fiscal year are as follows:

(1) Consultative visits were made as follows:

A. Burleson ISD received a total of nine consultative visits.
B. Everman ISD received a total of six consultative visits.
C. Crowley ISD received a total of seven consultative visits.
D. Joshua ISD received one consultative visit.

(2) Inservice training and technical assistance was rendered as follows:

A. Screening techniques to identify handicapped children--and guidelines for admitting children to a special program--9/28/78

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

B. Diagnostic procedures (Alpern-Boll Developmental Profile and Observation Techniques)--
   Crowley ISD -- 10/27/78, 3/14/79
   Everman ISD -- 10-27-78
C. Parent Training Techniques --
   Crowley ISD -- 3/14/79, 5/10/79
   Everman ISD -- 3/13/79
   Burleson ISD -- 3/13/79
D. Utilization of Materials in Individual Educational Programs
   Crowley ISD -- 12/14/78, 2/14/79, 3/14/79
   Everman ISD - 12/14/78, 3/13/79, 5/10/79
   Burleson ISD - 12/15/78
   Joshua ISD - 12/15/78
E. Precision Teaching and Behavior Management Techniques as related to individual educational programming
   Crowley ISD -- 11/17/78, 2/14/79, 3/14/79
   Everman ISD -- 11/20/78, 2/13/79, 3/13/79
   Burleson ISD -- 12/18/78, 2/14/79, 5/10/79
F. Child Growth and Development (Normal and Abnormal)
   Crowley ISD -- 3/14/79, 5/10/79
   Everman ISD -- 2/13/79, 3/13/79, 5/10/79
   Burleson ISD -- 2/14/78, 5/10/79

You and your staff are to be commended for your outstanding programs. It has been a pleasure to work with you for the past two years. If I can be of further assistance to you, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:hl

Education Service Center region IX

H. M. Fullerton, Ed. D
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L. A. Berend
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Hunter M. Jones
James Kunkel

June 26, 1979

Mr. Felix Taylor, Executive Director
Economic Opportunities Advancement Corporation
of Cottle, Foard, Hardeman and Wilbarger Counties
P. O. Box 546
Crowell, Texas 79227

Dear Mr. Taylor:

It has been a rewarding experience to have the opportunity to work with you, Janelle Mathers, and Ann Sparkman in the Day Care and Head Start Programs in your West Texas area. They have done an excellent job in providing for the identification of children with special needs and in following through with special program arrangements for these children. Following the August 11, 1978, meeting at which time we described the types of services available to you through the Outreach Program a needs assessment was conducted to determine the technical assistance which would be delivered to your staff in the six programs. As a result the following assistance was outlined for your centers:

(1) Presentation of the PEECH Outreach Services to support personnel.
(2) A minimum of sixteen days onsite consultative assistance for the teachers which will:

a. Assist in the development of Individualized Educational Plans for children identified as needing special programming.
b. Assist in developing a Parent Training Program and improving Parent involvement.
c. Assist in the coordination of an organized referral system for young handicapped children to local educational agencies.

(3) Presentation of inservice training programs concerning:

a. Assessment techniques
b. Individualized Educational Programs
c. Curriculum
d. Parent Training

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

The accomplishments for the 1978-79 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

a. Vernon Day Care and Vernon Headstart programs received a total of thirteen visits.
b. Quanah Day Care and Quanah Headstart programs received a total of thirteen visits.
c. The Dunbar Center and Paducah Headstart programs received ten visits.
d. The Crowell Community Center received nine visits.

(2) Inservice training and technical assistance was rendered as follows:

a. Screening techniques to identify handicapped children
9/20/78, 9/21/78, 9/22/78
b. Utilization of diagnostic procedures--Alpern-Boll Developmental Profile and Observation Techniques.
Vernon Headstart/Day Care, 3/6/79
Quanah Day Care/Headstart, 2/26/79, 3/20/79, 3/27/79
Paducah Headstart/Day Care, 2/15/79, 2/22/79
Crowell Day Care, 2/15/79
c. Parent Training and the Home Teaching Process--
Vernon Headstart/Day Care, 5/2/79, 5/10/79
Quanah Headstart/Day Care, 1/17/79, 5/3/79, 5/9/79
Paducah Headstart/Day Care, 11/13/78, 11/29/78
Crowell Day Care, 3/7/79
d. Utilization of Materials in the provision of individualized educational programs--Vernon Headstart
Vernon Headstart/Day Care, 12/12/78, 3/19/79, 3/27/79
Quanah Headstart/Day Care, 12/6/78, 1/17/79, 2/13/79
e. Utilization of precision teaching and behavior management techniques in the provision of individualized educational programs
Vernon Headstart/Day Care, 11/8/78, 2/27/79, 3/6/79
Quanah Headstart/Day Care, 11/29/78, 3/27/79, 5/9/79
Paducah Headstart/Day Care, 11/29/78, 3/5/79, 4/9/79, 4/30/79
Crowell Day Care, 12/11/78, 3/29/79, 4/30/79
f. Child Growth and Development (Normal and Abnormal)
Vernon Headstart/Day Care, 10/25/78, 11/8/78, 11/13/78, 12/12/78, 1/23/79
Quanah Headstart/Day Care, 10/10/78, 11/7/78, 1/17/79
Paducah Headstart/Day Care, 10/26/78, 2/15/79, 3/5/79, 4/30/79
Crowell Day Care, 2/15/79, 3/7/79, 4/30/79

You and your staff are to be commended in the growth of your programs. Sharian Deering, Jeanette Riche, and I have enjoyed working with your staff. If I can be of further assistance, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:I1

Education Service Center region IX

H. M. Fullerton, Ed. D
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James Kunkel

June 26, 1979

Ms. Margaret Stewart
Executive Director
Child Care, Inc.
903 Indiana
Wichita Falls, Texas 76301

Dear Ms. Stewart:

It has been a rewarding experience to have the opportunity to work with you and your staff through our Outreach program this past year. Ms. Martha Bodkin (Lamar Day Care Center), Sara Perdue (Ben Donnel Day Care Center), and Magdalene Davison (McCutchen Day Care Center) have done an excellent job in providing for the identification of children with special needs and in following through with special program arrangements for these children. Following the August 11, 1978, meeting at which time we described the types of services available to you through the Outreach Program, a needs assessment was conducted to determine the technical assistance which would be delivered to your staff. As a result, the following assistance was outlined for your centers:

(1) A minimum of sixteen days onsite consultative assistance for the teachers which would:

A. Assist in the development of Individualized Educational Programs for children identified as needing special assistance.
B. Assist in developing a Parent Training Program and improving Parent Involvement.
C. Assist in the coordination of an organized referral system for young handicapped children to local education agencies.

Presentation of inservice training programs concerning:

A. Assessment techniques
B. Individual Education Programs
C. Curriculum Development
D. Parent Training

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

The accomplishments for the 1978-79 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

a. Lamar Day Care Center received a total of fifteen visits;
b. Ben Donnell Day Care Center received a total of eight consultative visits; and
c. McCutchen Day Care Center received a total of thirteen consultative visits.

(2) Inservice training and technical assistance were rendered as follows:

a. Screening techniques to identify handicapped children. 9/13/78 to 5 staff members.
b. Utilization of a diagnostic instrument--the Alpern-Boll Developmental profile.
   Lamar Day Care Center--11/27/78, 2/23/79, 3/15/79, 5/1/79
   Ben Donnell Day Care Center--3/20/79, 4/5/79
   McCutchen Day Care Center--12/18/78, 2/12/79, 2/20/79, 2/23/79
c. Parent training and Parent meetings
   Lamar Day Care Center--4/3/79, 5/1/79
   Ben Donnell Day Care Center--2/26/79, 3/22/79
   McCutchen Day Care Center--11/9/78, 11/22/78, 3/21/79
d. Selection of instructional materials for individualized educational programs for young children.
   Lamar Day Care Center--10/13/78, 11/6/78, 1/30/79, 2/8/79
   Ben Donnell Day Care Center--11/8/78, 12/13/78, 3/30/79, 4/5/79
   McCutchen Day Care Center--11/6/78, 12/6/78, 3/15/79
e. Utilization of behavior management and precision teaching techniques in the development and implementation of individualized educational programs.
   Lamar Day Care Center--12/5/78, 3/7/79, 5/8/79
   Ben Donnell Day Care Center--11/27/78, 3/20/79, 4/5/79
   McCutchen Day Care Center--11/9/78, 12/8/78, 4/15/79
f. Child Growth and Development (Normal and Abnormal)
   Lamar Day Care Center--10/13/78, 10/16/78, 11/6/78
   Ben Donnell Day Care Center--10/23/78, 11/3/78, 11/27/78
   McCutchen Day Care Center--3/15/79, 3/21/79, 5/13/79

You and Joan Jones are to be commended for your excellent day care programs. It has been a pleasure to work with you and your staff this year. If I can be of further assistance, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:jl

Education Service Center region IX

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James Kunkel

June 26, 1979

Mrs. Vernitta Thur, Director
RECAP Head Start
P. O. Box 248
Lone Wolf, Oklahoma 73655

Dear Mrs. Thur:

It has been a rewarding experience to have the opportunity to work with you and your staff through our Outreach Program this past year. The staff in each of your Head Start programs in Grandfield, Terral, Ryan, Waurika, Temple, and Ringling have done a fine job in providing for the identification of children with special needs and in following through with special program arrangements for these children. Following the August 11, 1978, meeting at which time we described the types of services available to you through the Outreach Program a needs assessment was conducted to determine the technical assistance which would be delivered to your staff. As a result the following assistance was outlined for your centers:

(1) A minimum of sixteen days onsite consultative assistance for the teachers which will:

   A. Assist in development of Individualized Educational Plans for children identified as needing special programming.
   B. Assist in developing a Parent Training Program and improving Parent Involvement.

(2) Presentation of inservice training programs concerning:

   A. Assessment techniques
   B. Individualized Educational Programs
   C. Curriculum
   D. Parent Training

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

The accomplishments for the 1978-79 fiscal year are summarized as follows:

(1) Consultative visits were made as follows:

A. Temple Head Start received a total of eleven visits;
B. Ringling Head Start received a total of twelve visits;
C. Waurika Head Start received a total of twelve visits;
D. Grandfield Head Start received a total of twelve visits;
E. Terral Head Start received a total of eight visits; and
F. Ryan Head Start received a total of four visits.

(2) Inservice training and technical assistance was rendered as follows:

A. Techniques to identify handicapped children--Lone Wolf 10/3/74
B. Utilization of a diagnostic instrument--The Alpern-BBoll Developmental Profile
   Temple Head Start -- 11/8/78, 1/16/79
   Waurika Head Start -- 1/24/79
C. Parent Training and Parent Meetings
   Temple Head Start -- 11/17/78, 1/16/79, 3/12/79
   Waurika Head Start -- 12/14/78, 4/17/79
   Ringling Head Start -- 3/28/79, 4/19/79
   Grandfield Head Start -- 2/19/79, 4/23/79
D. Selection of instructional materials for individualized educational programs for young children.
   Temple Head Start -- 12/7/78, 1/16/79, 2/22/79
   Waurika Head Start -- 2/21/79, 3/13/79, 3/22/79
   Terral Head Start -- 12/14/78, 2/19/79, 4/5/79
   Ringling Head Start -- 12/13/78, 2/7/79, 3/14/79
   Grandfield Head Start -- 10/2/78, 3/15/79, 3/29/79
E. Utilization of Behavior Management and Precision Teaching Techniques in the development and implementation of individual educational programs
   Temple Head Start -- 11/17/78, 4/4/79, 4/18/79
   Waurika Head Start -- 3/22/79, 4/9/79, 4/17/79
   Terral Head Start -- 11/28/78, 1/22/79, 4/5/79
   Ringling Head Start -- 11/14/78, 12/13/78, 1/18/79 2/12/79
F. Child Growth and Development (Normal and Abnormal)
   Temple Head Start -- 2/22/79, 3/12/79, 4/4/79, 4/18/79
   Waurika Head Start -- 3/13/79, 3/22/79, 4/9/79
   Terral Head Start -- 1/22/79, 4/5/79, 4/19/79
   Ringling Head Start -- 2/21/79, 3/14/79, 3/28/79, 4/5/79, 4/19/79
   Grandfield Head Start -- 3/15/79, 3/29/79, 4/3/79

It has been a pleasure to work with you and your staff this year. If I can be of any further assistance, please feel free to contact me.

Respectfully yours,

Lois Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:kl

Education Service Center region IX

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James Kunkel

June 26, 1979

Dr. Thomas H. Scannicchio
Assistant Superintendent, Instruction
Snyder Independent School District
2901 37th Street
Snyder, Texas 79549

Dear Dr. Scannicchio:

It has been a rewarding experience to have the opportunity to work with you and your staff through our Outreach services this past year. Roger McCulley and Carolyn Hamby have done an outstanding job in the planning and implementation of your early childhood program.

The accomplishments of our consultative assistance as summarized for this year are as follows:

(1) Mr. Roger McCulley and Mrs. Carolyn Hamby attended the orientation program 8/11/78.

(2) Four consultant visits were made to your school district by the project director. The following assistance was rendered during these visits:

a. Parent training - 9/18/78
b. Parent program - 11/13/78
c. Pre-Academic curriculum planning - 12/5/78
d. Coordination of educational services for the teacher aides, educational diagnostician, and speech therapist - 9/18/78
e. Consultative assistance for the development of program guidelines
   Site Visit - 11/13/78
   Telephone Consultation - 2/2/78, 2/9/78
   Site Visit - 3/28/79

(3) Mrs. Carolyn Hamby's presentation to the Region IX area early childhood teachers on classroom organization and parent involvement.

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

Your school district is to be commended for the fine early childhood classes you have established. Mrs. Hamby is also to be commended for not only her classroom organization and teaching ability, but also for the very strong parent program she has implemented.

It has been a pleasure to work with you and your staff. If I can be of further assistance, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:ll

cc: Mr. Bill J. Hood, Superintendent of Schools
Mr. Roger McCulley, Special Education Director

Education Service Center region IX

H. M. Fullerton, Ed. D
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Hunter M. Jones
James Kunkel

June 27, 1979

Mr. Bob L. Martin, Superintendent
Temple Public Schools
P. O. Box 400
Temple, Oklahoma 73568

Dear Mr. Martin:

It has been a rewarding experience to have the opportunity to work with you and your teachers in the Temple School District Special Education and Kindergarten classes. Following the August 11, 1978, meeting at which time we described the types of services available to your school district through the Outreach Program a needs assessment was conducted to determine the technical assistance which would be delivered to your staff. As a result the following assistance was outlined for your classroom teachers:

(1) A minimum of sixteen days onsite consultative assistance for the early childhood personnel (kindergarten, first grade, and special education teachers) which will:

   a. Provide inservice in the areas of screening, assessment, and diagnosis of young handicapped children.

   b. Assist in the development of Individualized Educational Programs for young handicapped children.

   c. Assist in developing a Parent Training Program.

   d. Assist in the development of curriculum for young handicapped children.

The accomplishments of the Outreach technical assistance are summarized as follows:

(1) The Temple School District received a total of fifteen consultative visits.

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

(2) Inservice training and technical assistance was rendered as follows:

a. Screening techniques to identify handicapped children--9/6/78
b. Guidelines for admitting young handicapped children to special programs--9/27/78
c. Diagnostic procedures (Alpern-Boll Developmental Profile and observation techniques--11/8/78, 1/16/79, 3/19/79
d. Parent Training techniques--10/11/78, 11/1/78, 3/19/79
e. Utilization of materials and curriculum for individualized educational programs--12/12/78, 2/27/79, 3/6/79, 4/2/79
f. Precision teaching and behavior management techniques as related to individual educational programs--11/8/78, 12/12/78, 3/12/79, 4/2/79, 4/23/79
g. Child growth and development (normal and abnormal)--2/8/79, 3/6/79, 3/12/79, 4/2/79, 4/23/79

You and your staff are to be commended for your fine programs. It has been a pleasure to work in the Temple School District. If I can be of further assistance, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:ml

Education Service Center region IX

H. M. Fullerton, Ed. D
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Board of Directors
James Irl Montgomery
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Hinds Clark
Hunter M. Jones
James Kunkel

June 27, 1979

Mr. Joe Ferguson
Superintendent of Schools
Big Pasture School
Independent District 333
P. O. Box 426
Randlett, Oklahoma 73562

Dear Mr. Ferguson:

It has been a rewarding experience to have the opportunity to work with you and your teachers in the Big Pasture School the past two years. Following the August 11, 1978 meeting, at which time we described the types of services available to your school district through the Outreach Program, a needs assessment was conducted to determine the technical assistance which would be delivered to your staff. As a result the following assistance was outlined for your classroom teachers:

(1) A minimum of sixteen days onsite consultative assistance for the early childhood personnel (kindergarten, first grade, and special education teachers) which will:

a. Assist in the development of Individualized Educational Programs for young handicapped children.

b. Assist in developing a Parent Training Program and improving parental involvement.

c. Assist in the development of curriculum for young handicapped children.

The accomplishments of the Outreach technical assistance are summarized as follows:

(1) The Big Pasture School received a total of fourteen consultative visits.

3014 Old Seymour Road, Wichita Falls, Texas 76309, (817) 322-6928

(2) Inservice training and technical assistance was rendered as follows:

a. Screening techniques to identify handicapped children--9/14/78
b. Guidelines for admitting young handicapped children to special programs -- 10/5/73
c. Diagnostic procedures (Alpern-Boll Developmental Profile and observation techniques) -- 1/25/79, 4/18/79
d. Parent Training Techniques -- 4/18/79
e. Utilization of materials and curriculum for individualized educational programs -- 10/10/78, 2/28/79, 3/12/79
f. Precision teaching and behavior management techniques as related to individual educational programs -- 11/7/78, 2/28/79, 3/21/79
g. Child growth and development (normal and abnormal) -- 3/12/79, 4/4/79, 5/7/79

You and your staff are to be commended for your fine program. It has been a pleasure for Mrs. Riche and me to work in the Big Pasture School. If I can be of further assistance to you, please feel free to contact me.

Respectfully yours,

Lois A. Cadman

Lois A. Cadman
Project Director
PEECH Outreach

LAC:nl

Report of Consultative Services

School _____ Date _____

Person requesting consultant service _____

Persons involved _____

_____

Brief statement of problem _____

_____

_____

Suggestions: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Need for follow-up _____

By whom? _____

When? _____

Approximately how many more consultant contacts? _____

Date for next consultant follow-up _____

_____
Consultant Signature

Copies: #1 - Teacher requesting services
#2 - Consultant
#3 - Teacher's supervisor
#4 - Consultant

APPENDIX VII

PEECH Outreach
1978-79 Inventory
Professional Books, Tests and
Training Materials

01-0001.03 TEACH YOUR CHILD TO TALK
A Parent Handbook

Vendor: Cebco Company
$1.50

01-0002 DEVELOPMENTAL DIAGNOSIS Second Edition
Gesell and Amatruda

Vendor: Harper and Row

01-0003 PORTEUS MAZE TEST: FIFTY YEARS APPLICATION
Stanley D. Porteus

Vendor: Pacific Books

01-0004 DAILY SENSORIMOTOR TRAINING ACTIVITIES
A Handbook for Teacher and Parent of Pre-School Children. William T. Braley

Vendor: Harper and Row

01-0007 LEO PRESENTS: THE PARENTS
Leo Buscaglia

Vendor: TACLD Resources and Publications

01-0008 T.A.C.L.D. PRESENTS LEO BUSCAGLIA
Leo F. Buscaglia

Vendor: TACLD Resources and Publications

01-0009.01
.02 WISC SCORING CRITERIA (TEST)
James O. Massey

Vendor: Consulting Psychologist Press

01-0010.01
.03 SPEECH CORRECTION THROUGH LISTENING
Bryng Brungelson

Vendor: Teacher Resource Book

01-0011 TEACHER'S LOUNGE
A Diagnostic Teaching Game for Teachers

Vendor: Educational Design

01-0014 GESELL DEVELOPMENTAL SCHEDULES (TEST)
Dr. Gesell

Vendor: Psychological Corporation

01-0017 VERBAL LANGUAGE DEVELOPMENT (TEST)
Merlin J. Mechan

Vendor: American Guidance Service

01-0018 WPPSI SET (TEST)
6R947

Vendor: American Guidance Service

01-0020 DENVER DEVELOPMENTAL SCREENING TEST (TEST)
C112

Vendor: American Guidance Service

01-0021.02
.03
.01 CATTELL INFANT INTELLIGENCE SCALE AND MANUAL (TEST)
6E013 & 6E403

Vendor: Psychological Corporation

01-0022.01
.02 STANDFORD-BINET INTELLIGENCE SCALE KIT (TEST)

Vendor: Houghton-Mifflin

01-0023 ALPERN-BOLL DEVELOPMENTAL PROFILE (TEST)
12 Manuals

Vendor: Psychological Development Publications

01-0024 THE SHADOW CHILDREN
Careth Ellingson

Vendor: The Professional Press, Inc.

01-0029.01
.02 CORRECTION OF DEFECTIVE CONSONANT SOUNDS
Nemoy - Davis

Vendor: Expression Company

01-0030.01 VOICE AND ARTICULATION DRILL BOOK
Fairbanks

Vendor: Harper and Row

01-0031 SPEECH CORRECTION
Principles and Methods

Vendor: Prentice Hall

01-0032 EVALUATION AND EDUCATION OF CHILD WITH BRAIN DAMAGE
Morton, Bortner, Ph.D.

Vendor: Charles C. Thomas

01-0033 OSERETSKY TEST OF MOTOR PROFICIENCY
C 128

Vendor: American Guidance Services, Inc.

01-0034 GOLDMAN-FRISTOL TEST OF ARTICULATION

Vendor: American Guidance Services, Inc.

01-0040 JOHN TRACY CORRESPONDENCE COURSE FOR PARENTS OF PRE-SCHOOL DEAF CHILDREN

Vendor: John Tracy Clinic Educational Materials

01-0043 PLAY IT BY EAR

Vendor: John Tracy Clinic Educational Materials

01-0046.01
.02 SPEECH AND LANGUAGE DEVELOPMENT OF THE PRE-SCHOOL CHILD
Thomas Billings

Vendor: Charles C. Thomas

01-0048.01
.02
.03
.04 WAYS OF STUDYING CHILDREN
Millie Almy

Vendor: Teachers College Press

01-0049 LANGUAGE FOR THE PRE-SCHOOL DEAF CHILD
Grace M. Harris

Vendor: Grune and Stratton

01-0050 CURRICULUM GUIDE
Hearing-Impaired Children - Birth to Three Years - and Their Parents
Winifred H. Northcott, Ph.D., Editor

Vendor: University of Minnesota
Department of Education
Minneapolis Public Schools

01-0051.01 COORDINATED HELPS IN LANGUAGE DEVELOPMENT (CHILD)
Northwest Regional Educational Labor

Vendor: Portland Public Schools

01-0053 P.R.E.B. (PUPIL RECORD OF EDUCATIONAL BEHAVIOR) (TEST)
Ruth Cheves

Vendor: Teaching Resources Corporation
#11-100 $49.00

01-0054.02 CURRENT RESEARCH IN EARLY CHILDHOOD EDUCATION
Annie L. Butler

Vendor: EKNE

01-0055.01 KINDERGARDEN EDUCATION

Vendor: EKNE

01-0056.01
.02 DEVELOPING MENTALLY, HEALTHY CHILDREN
Katherine E. D'Evelyn

Vendor: EKNE

01-0057.01 VALUES IN EARLY CHILDHOOD EDUCATION
Evangeline Burgess

Vendor: EKNE

01-0058.01 BLOCKBUILDING
Esther B. Starks

Vendor: EKNE

01-0059.01
.02 INDEPENDENT LEARNING IN ELEMENTARY SCHOOL CLASSROOM
Lois E. Williams

Vendor: EKNE

01-0060.01
.02 PARENTS: ACTIVE PARTNERS IN EDUCATION
Mary Lou Sayler

Vendor: EKNE

01-0061.01 DIAGNOSTIC TEACHING
Doris M. Lee

Vendor: EKNE

01-0062.01 BECOMING A READER
.02 John P. Causey

Vendor: EKNE

01-0064 TEACHING THE RETARDED VISUALLY HANDICAPPED
Bluhm

Vendor: W. B. Saunders Company

01-0065.01 COGNITIVE TASKS FOR PRESCHOOL
.02 Owen W. Cahoon
.03

Vendor: Brigham Young University

01-0066.01 A CHILD GOES FORTH
.02 Barbara J. Taylor
.03

Vendor: Brigham Young University

01-0067.03 WHEN I DO, I LEARN
Barbara J. Taylor

Vendor: Brigham Young University

01-0068.01 PARENT AWARENESS KIT
A Self Development Program for Parents

Vendor: Prismatica International

01-0069.01 PARTNERS IN LEARNING (FILMSTRIP)
.02 Nancy Bingamon

Vendor: TACLD Resources

01-0070 READY...SET...READ ALONG
Eunice Insel

Vendor: Educational Activities, Inc.

01-0071 SPIN, SPIDER, SPIN (RECORD)
#AR551

Vendor: Educational Activities, Inc.

01-0072 IDEAS, THOUGHTS AND FEELINGS (RECORD)
Hap Palmer #AR549

Vendor: Educational Activities, Inc.

01-0073 MY FAVORITE PLANET (RECORD)
AR548

Vendor: Educational Activities, Inc.

01-0075 RAMO (AND SONG BOOK)
Phyllis Hiller

Vendor: Educational Activities, Inc.

01-0080 KINDERGARTEN FOR TODAY'S CHILDREN
Clarice Wills & Lucile Lindberg

Vendor: Follett Company

01-0083 HOW YOU CAN HELP YOUR RETARDED CHILD
Edward L. French, Ph.D.

Vendor: J. B. Lippencott

01-0088 THE CHILD SPEAKS
Margaret C. Byne

Vendor: Harper and Row

01-0089 LEARNING TIME WITH LANGUAGE EXPERIENCES FOR YOUNG CHILDREN
Louise Binder Scott

Vendor: Webster Division, McGraw Hill

01-0093 THE ENGLISH INFANT SCHOOL AND INFORMAL EDUCATION
Lillan Weber

Vendor: Prentice Hall

01-0095 USING LITERATURE WITH YOUNG CHILDREN
Betty Coody

Vendor: Wm. C. Brown C. Publisher

01-0096 THE ABSORBENT MIND
Maria Montessori

Vendor: Delta Book

01-0097 SCHOOLS ARE FOR CHILDREN
Alvin Hertzberg and Edward F. Stone

Vendor: Schocken Books

01-0099 THE SELF-MANAGED CHILD
William F. Pepper

Vendor: Harper Colophon Books

01-0100 LIVING WITH CHILDREN
Gerald R. Patterson

Vendor: Research Press Company

01-0102 DR. MONTESSORI'S OWN HANDBOOK
Maria Montessori

Vendor: Schocken Books

01-0104 THE GUIDANCE NURSERY SCHOOL
Evelyn Goodenough Pitcher

Vendor: A Delta Book

01-0105 DEVELOPMENT IN EARLY CHILDHOOD (SECOND EDITION)
D. Bruce Gardner

Vendor: Harper and Row, Publishers

01-0107 THE PRESCHOOL IN ACTION
Ronald K. Parker

Vendor: Allyn and Bacon, Inc.

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